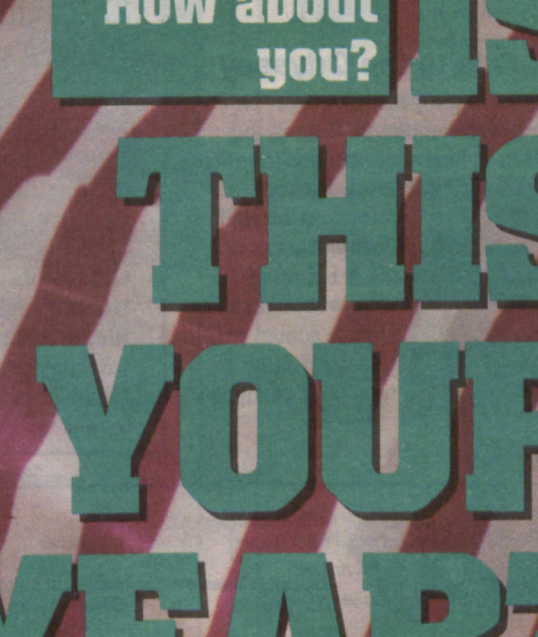


**Vicki Spring
can't wait
to shake
things up.
How about
you?**



things up.
How about
you?

**IS
THIS
YOUR
YEAR?**

see page 4

PRESIDENT'S VIEWPOINT

Partners in Change

For public educators, these are extraordinary times. We face the challenge of providing a quality education to every child in America when public confidence in our schools has eroded.

All around us, we hear from self-proclaimed experts who offer simplistic, shortsighted magic bullets. "They" say we're part of the problem. "They" say schools will never improve until market competition comes in to give us a kick in the behind.

We know better. We know we can make a difference—if we are given a voice. If we aren't treated like oversized children.

The ultimate answer to those who would dismantle public education is quality schools. That will quiet them, and send them off to scream about something else.

Our real quarrel is not with principals, administrators, or school boards—it's with systems that don't work. Corporate America has learned that the way to turn a company around is to give every person involved a voice. To make every person a partner in change. Some school systems are

beginning to "get it." More need to follow.

With a strong voice, we know we can meet this challenge. We can build quality schools and give every child a chance to make a contribution to the community and the nation.

Across America, from Kodiak Island, Alaska—home of National Teacher of the Year Elaine

Griffin—to Bonny Eagle, Maine—where an NEA Learning Lab is in full swing—education employees are working to raise the quality of public education to new heights.

And they are working harder and smarter all the time. NEA's Mastery in Learning Program, the longest running of the national school improvement projects, marked its tenth anniversary this year. Through Mastery in Learning, our Learning Labs, and our National Foundation for the Improvement of Education, we have helped more than 37,000 NEA members in 977 schools boost the quality of



NEA President
Keith Geiger

education for more than 658,000 students.

To prepare teachers to meet the challenges of the 21st century, NEA has partnered with 17 colleges of education across the country in our Teacher Education Initiative (TEI).

Tomorrow's teachers will deal with more advanced technology, a new information age, and an increasingly diverse public school population. TEI is designed to significantly transform the way in

which teachers prepare to enter the classrooms of tomorrow.

This fall, our groundbreaking KEYS study—Keys to Excellence for Your Schools—will begin providing educators with the tools necessary to create the best possible conditions for successful learning.

The conditions or "keys" are neither earth shattering nor insurmountable. Among them, not surprisingly, are communication, the involvement of the community, and an emphasis on shared goals.

We know that any successful effort to improve schooling must be built on the foundation of community. We need to build learning communities within schools. We need to reach out to parents and citizens in new and creative ways to form broader education coalitions.

We need schools that are open year round, from six in the morning till ten at night. Schools where adults themselves can learn everything from parenting skills to operating a computer.

We know how to make struggling schools strong and good schools great, but we also know we cannot do it alone.

We need partners, we need parents, we need families, we need community members, we need civic activists, and we need business people to join with us in our crusade to raise the quality of education for all children.

Public schools are, after all, *community* schools. When schools succeed, the entire community benefits. When schools succeed, economic prospects brighten. When schools succeed, the nation wins.

If we abandon the promise of a quality public education to every child, if we shut the door of educational opportunity to some, we all lose.

7 An American First

Astronaut Eileen Collins made history when she became the first woman ever to pilot a spaceship.



Meet her as she talks about space travel, learning to fly, girls and math, and what high school should be all about.

11 Ode to the Odyssey

School employees in Greece, New York were among the first in the nation to begin the arduous journey toward school reform. After half a dozen years as an NEA Learning Lab, where is the Greece school system now? How much has changed?



CONTENTS

13 Health: A pediatrician discusses the brand-new vaccine that could make chicken pox a thing of the past.

15 SchoolSite: A new feature designed to cover the many ways NEA members work to make schools run better.

27 Election '96: A sampling of your comments on NEA's role in next year's elections.

Books	28	Letters	46
ByteSize	25	Money	29
Free or Inexpensive.....	22	National News.....	3
Grassroots	8	People	18
Human Rights.....	6	Research Clues	26
Idea Exchange	12	Trends	17
International	23	TV Tips	16
Legal	21	Washington Watch.....	6

31 Setting the Course

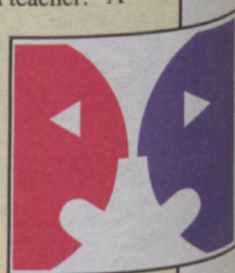
More than 9,000 activists met in Minneapolis in July to set NEA's direction for the coming year.

Among other things, they approved a \$185 million budget, voted to restart merger talks with AFT, and engaged in a three-hour discussion on educational change.



45 Debate: A Moment Of Silence—Yes or No?

Yes, says a Louisiana teacher: "A moment of silence is a good and necessary thing." No, argues an Arkansas teacher: It's a "crack into the Constitution's protection for religious freedom."



Cover photograph by Ron Swords

NEA Today
September 1995
Vol. 14, No. 2

NEA TODAY is mailed to all NEA members. Annual subscription price: \$2.81 (included in membership dues and available only as a part of membership). Institutional subscription price: \$35.00 domestic and \$54.00 foreign.

Copyright © 1995 by the National Education Association of the United States. All rights reserved.

NEA President:
Keith Geiger

Executive Director:
Don Cameron

Publisher:
Sam Pizzigati

Production Manager:
Penny Grayson

Editor:
Bill Fischer

Assistant Editor:
Stefanie Weiss

Production Specialist:
Ann Marie Bohan

Advertising Coordinator:
Suzanne Wade

Classified Advertising:
Sherida McGhee

Staff Writers:
Diane Dismuke
Karen Gutloff
Leona Hiraoka
Victoria Lytle
Anita Merina
Dave Winans

Editorial Interns:
Noah Lang
Jillian Safer

Publishing Center Manager:
Lorraine Buckland

Production:
Marsha Blackburn
Pat Tolliver
Alice Trued

Art Direction:
William J. Kircher
& Associates

NEA TODAY (ISSN 0734-7219) is published 9 times a year, monthly October, November, December, February, March, April, May, and biweekly in September by the National Education Association, 1201 16th Street, N.W., Washington, DC 20036-3290.

Second class postage paid at Washington, DC, and additional mailing offices.

POSTMASTER: Send address changes to NEA TODAY, 1201 16th Street, N.W., Washington, DC 20036-3290.

Telephone: 202/822-7207.

Unsolicited feature stories and news items are invited, but NEA TODAY can make no advance commitment to publish any manuscript. Manuscripts accompanied by self-addressed envelopes bearing sufficient postage will be returned within four months if rejected.

Although advertising is screened, advertisement does not imply NEA endorsement of the product or the views expressed.

NATIONAL NEWS

Ten Ways Kids Lose

If House and Senate leaders get their way in budget votes early this fall, Americans can kiss goodbye a host of programs that protect and nurture kids.

Should the federal government help feed kids? Protect kids from crime? Give them a shot at equal educational opportunity?

For the first time in a generation, these questions are being seriously debated on Capitol Hill. Under the guise of balancing the budget, House and Senate leaders are proposing a near-elimination of any federal role in education and a near-abandonment of any federal role in the lives of children.

The House of Representatives has already passed a budget resolution that would abolish the Department of Education, eliminate 152 federal education programs, and cut total education spending by at least 33 percent in the first year.

In addition, House-passed reductions in other federal-state partnerships, including Medicaid, nutrition, health, and safety programs, would make it impossible for states to maintain present levels of support for education—to say nothing of compensating for the loss of federal support.

Still, the House bill contains a tax cut for the rich that costs the government \$630 billion over seven years and an increase in defense spending.

"We can balance the budget without sacrificing our children," says NEA President Keith Geiger. "But we must, as a nation, establish priorities. We must speak up for the children."

At presstime, House and Senate members continued to debate budget details. A final budget proposal isn't expected until the October 1 deadline.

- 1 MORE HUNGER.** Millions of children will face a triple whammy from cuts in school lunch, child nutrition, and family assistance programs. Over seven years, some \$65 million in aid to families for sustenance would be taken away.
- 2 LESS REMEDIAL HELP.** The House would cut programs to help students with basic math and reading skills by \$1.2 billion, or 17 percent. One million fewer students would be served, and at least 25,000 Title 1 teachers and aides would be laid off.
- 3 LARGER CLASSES.** Less money for education from federal sources and more competition for funds at the state level will likely mean more kids in every classroom.
- 4 MORE DRUG USE.** Funds for drug education and peer mediation would be cut by \$241 million—a 55 percent reduction.
- 5 LESS ACCESS TO COLLEGE.** At least 250,000 students would lose access to Pell Grants, and all participants in the student loan programs would see their debt burden increase by \$3,000 to \$5,000.
- 6 MORE HEALTH HAZARDS.** Funding for the Environmental Protection Agency would be cut by one-third. Standards for children's health and safety would be reduced, and any assistance to schools to address environmental hazards would be eliminated.
- 7 LESS CHILD CARE.** Head Start would be cut by \$175 million, but even more pre-school children would be affected by consolidation and reductions in the child care block grant.
- 8 LESS PROTECTION FOR ABUSED CHILDREN.** Resources to protect children against neglect or abuse would be consolidated and reduced.
- 9 FEWER CAREER OPTIONS.** Vocational and adult education programs would be cut by one-fourth. Job training, summer employment, and school-to-work programs would be cut, consolidated, or eliminated.
- 10 MORE CRIME.** Programs to support recreation, after-school help, drug education, drug treatment, and community policing would be slashed.

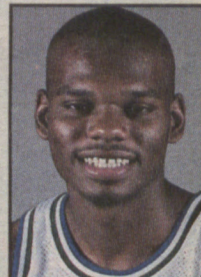


HEROES & ZEROES



A Happy Hoop Dreams Award to basketball star Jamal Mashburn of the Dallas Mavericks and his shoe company, Fila USA.

The 6-foot-8-inch forward recently appeared at a Dallas elementary school, where Fila announced plans to put up \$3 million to replace backboards on public school playgrounds in six major cities.



Layne Murdoch



Add another zero to North Carolina Senator Jesse Helms' prodigious collection. Helms outdid himself yet again, calling for cutbacks on AIDS research and saying the disease is spread by the "deliberate, disgusting, revolting conduct" of "people engaging in unnatural acts." Ironically, Helms urged the government to "have common sense" when dealing with AIDS-related concerns.



A No-Place-Like-Home Award to NEA member Craig Yager, a fifth-grade teacher in Boulder, Colorado, who purchased a mobile home for a Bosnian refugee family new to Boulder. Yager took out a personal loan to buy the house and plans to pay it back with money earned at school and community fundraisers.



A Moonlighting Award for Baltimore school superintendent Walter Amprey, who seems to have a hard time figuring out who he's working for. Education Alternatives, Inc., a for-profit company, runs nine schools in Amprey's district. While test scores in these schools decline, Amprey has flown around the country—at EAI expense—trumpeting the effectiveness of privatization.



In the Winners' Circle: NEA Student member Eric McCray and many other Pennsylvanians who used a new tactic to beat a statewide voucher proposal. They spent two weeks traveling all over the Keystone State in a yellow school bus, organizing opposition to the bill. (Details on page 9.)



Joe Di Dio

The Only Way Kids Win...

...is if you and others who care about children and public education act now. Here's what you can do to protect kids:

- Write to your representatives in the U.S. House of Representatives (Washington, DC 20515) and the U.S. Senate (Washington, DC 20510).
- Call your House and Senate representatives at their offices in Washington (202/224-3121) and in your state.
- Send a letter to the editor of your local newspaper.
- Listen to radio talk shows and call in with your opinion.



Mike Lydick

DARING TO LEAD

"There's no time like the present to make a difference in the Association. Each of us has a responsibility to our colleagues and our local to make them stronger. I decided last year it was time to do my part," says Connecticut high school teacher Natalie Smith (pictured above at the NEA Representative Assembly.)

That's why Smith, a member of the Capitol Region Education Council (CREC), stepped up her involvement at the local, state, and even national levels.

Smith is now her local's building representative at the CREC Polaris Center in East Hartford. "I plan to make sure everyone in my building is as active and enthusiastic as I am," Smith says, only half joking.

Smith is a member of the Connecticut Education Association's minority affairs council. And this summer, she attended her first NEA Representative Assembly. "The entire experience of the RA, from debating new business items to sharing with colleagues from around the country, makes you realize how special it is to be working together for kids and education. I'm hooked!"

Resources

If you're interested in getting involved in your Association, Gene Grooms, a staff member in NEA's Training and Development division, offers these tips:

- Volunteer to help your Association building representative.
- Attend Association leadership training sessions in your area.
- Talk to your local UniServ director about involvement opportunities.

THIS IS YOUR YEAR?

The NEA members on these pages definitely believe this is their year. They've taken the first steps to make it so. We've pulled together their stories and added some resources. Go ahead, make it your year, too.

BREAKING WITH TRADITION

By the end of September, Vicki Spring will be knee-deep into a new school year teaching in a way she's never tried before. Each morning now brings 30 students spanning third, fourth, and fifth grades to her single classroom at Trent Elementary in Spokane, Washington.

"Last year, I taught fourth and fifth graders, so I know multi-age classrooms work," says Spring. The uncertainty comes from adding in that group of third graders.

Spring and her colleague, Lori Finley, believe their students will get a challenging education in a multi-age environment.

"Some things will be difficult," says Spring, "but last year I saw how the older kids helped the younger ones—the kids don't seem to think much about the age differences.

"Once they get to know each other," she adds, "they see themselves as just another class. And, some of the kids I had last year will be with me again this year, so they're used to me, and I know how they learn."

Though this is the first time Trent Elementary has tried a classroom spanning three age groups, Spring did observe similar teaching situations in other classrooms outside Spokane. "And our principal gave us several days last year to plan, so I feel we're ready to take on this challenge." For this 18-year teaching veteran, this is going to be an exciting year.



Ron Swords

Resources

➤ *Multi-Age Classrooms*, the latest Teacher-to-Teacher book from the NEA Professional Library. \$9.95 plus p&h. Call 800/229-4200. Stock number 2907-0-00-F.

➤ Check out NEA Online's Teaching and Learning section (Keywords: NEA Teaching or NEA Grants).

COVER STORY

TEACHING TEACHERS

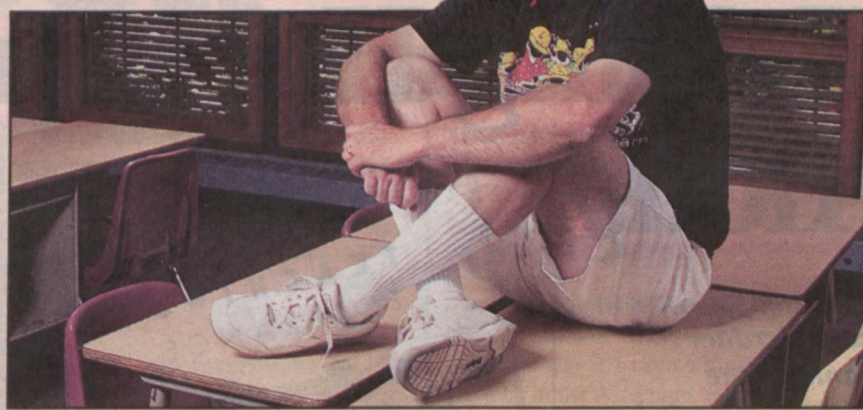
After two and a half years of teacher mentoring full time, Dave Gardner returns to the classroom this fall with 15 typed pages of new ideas for projects, activities, and instructional techniques for himself and his colleagues at Sanislo Elementary in Seattle, Washington.

"I'm amazed at how much I learned in the last few years—even from those who weren't doing so well," Gardner says. "Sometimes I would see something that I didn't think worked very well and realize it was something I used to do myself."

Gardner wasn't the only one to benefit from the Staff Training and Review program, run jointly by the Seattle Education Association and the school district.

As a mentor, he helped teachers to become reflective about their work—to ask themselves questions both when planning a lesson and afterward, and then to make adjustments for the next time. But he emphasizes that STAR is strictly a collegial program. "We don't dictate how to teach," he says.

All first-year teachers in the Seattle district must participate in the mentoring program. "That first year is such a struggle," Gardner says. "Having a colleague come in has, in many cases, been the difference between a person continuing teaching and leaving the profession altogether."



Ellen Banner

Resources

► *Mentor Teacher Programs*. Sandra J. Odell. NEA Professional Library. 32 pp., \$3.95 plus p&h. Explains how to develop your own program. Call 800/229-4200. Stock number 1086-8-00-F.

► "Teaching the Teachers"—new episode from the Teacher TV series—highlights two different approaches to professional development, \$16.95 plus p&h. Order from the NEA Professional Library, 800/229-4200. Stock number 7790-3-00-F.

FIGHTING THE ESTABLISHMENT

"I just feel that it's time to draw the line on what teachers should be asked to do," says Kentucky special education teacher Lynn Luking. "I don't think it's a teacher's job to give students medicated suppositories."

But that's exactly what administrators at Luking's school told her to do. She refused and went to court, drawing on the support of the Jefferson County Teachers Association, the Kentucky Education Association, and the NEA.

Lynn Luking is steadfast in her belief that the needs of students—all students—must be met, but untrained teachers shouldn't be asked to do what should be done only by certified, licensed personnel.

Last spring, a local judge issued a temporary restraining order that will



Joe Di Dio

allow Luking to return to her job this fall until the district's appeal is decided in federal court.

Luking's never been in the center of a controversy before. But the 20-year teaching veteran has no qualms about what she's done. At this year's NEA Representative Assembly, Luking found strong support from colleagues struggling with similar issues.

RA delegates established an Association position against laws and policies that force school employees to do the kinds of procedures Luking was asked to do.

Resources

► First, call your local UniServ representative. If necessary, your UniServ representative can request help from NEA's Unified Legal Services Program (ULSP).

► NEA Online contains information about the Educators Employment Liability (EEL) Program, which protects NEA members from personal liability in job-related cases. (Keyword: NEA Benefits).

TAKING THE PLUNGE INTO CYBERSPACE

Montrose, Colorado teacher Joan Berryman had dipped her toes in the calm waters of word processing, but never dared to "surf the net."

Now the seventh-grade teacher at Columbine Middle School uses the Internet almost every day, e-mailing colleagues, downloading software, even taking a peek at images of Hawaiian volcanoes.

"There's so much information that you can spend entire evenings looking around," says Berryman. "The scary part is when it's Saturday night and other people are out, you're on your computer and you're happy."

Her technological turnaround came after she received a US West grant created to introduce rural school teachers to the Internet. The money allowed her



Dean Humphrey

to participate in an NEA-US West partnership, providing her with a computer, modem, access to the Internet, and instruction to get going.

Now Berryman's a convert. This fall, she and her science students will test the water quality of the nearby Uncompahgre River and post the data on the Internet. She'll even be using lesson plans she got online.

"Some of the kids in my school have never left the Uncompahgre Valley," Berryman says, "but this will allow me to bring the outside world to them."

Resources:

► Check out *NEA Today's* new ByteSize page (see page 25) each month for tips and stories on education and the Internet.

► *Educator's Internet Companion*, an Internet newsletter for K-12 educators. Wentworth Worldwide Media, Inc. 271 pp., \$39.99.

► Sign up for NEA Online, which offers complete Internet access. Call 800/827-6364. Make sure you give the special NEA account number, 16889.

Compiled by Bill Fischer, Noah Lang, Anita Merina, and Jillian Safer

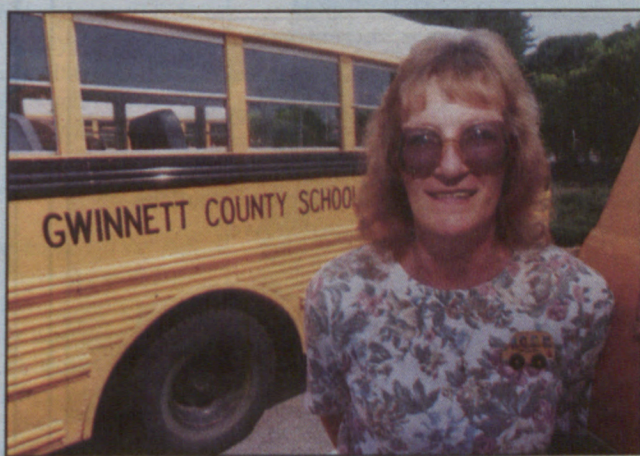
MAKING YOUR SCHOOL SAFE

When bus driver and NEA member Debbie Moore of Gwinnett County, Georgia asked her 13-year-old son about the gang problem at his school, he quickly clammed up. "He was scared to talk to me about it because he was afraid gang members would find out and retaliate," she recalls.

That was the last straw for Moore, a member of the Gwinnett Bus Drivers Association. "We've all kind of had our heads in the sand," she says. "We tell ourselves the problem isn't here, but it is—and are we prepared? No, we're not."

They will be this year, though, if Moore has her way. While attending the NEA Representative Assembly in July, Moore participated in a workshop on dealing with gang violence. She also applied for—and won—a \$1,000 grant from the NEA Center for Teaching and Learning. "It seemed like a good way to get a program started—a program to educate ourselves about gang violence and what to do about it."

Moore's program will target school support employees in Gwinnett County. "Bus drivers, cafeteria workers, and custodians are in schools every day," she says. "If we know how to spot potential problems, we can help stop them."



Johnny Moore

Resources

► The NEA Task Force on Gangs recently published a report on dealing with gang problems. To request a copy, contact the National Education Association, Human and Civil Rights, 1201 Sixteenth St., N.W., Washington, DC 20036-3290, 202/822-7700.

► The National School Safety Center, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362, 805/373-9977.

HUMAN RIGHTS

Helping Harmony Along

Searching for ways to teach tolerance? Thanks to the Southern Poverty Law Center, you won't be looking for a needle in a haystack anymore.

For the educator looking for help in teaching kids to get along, *Teaching Tolerance*—the glossy, free magazine published twice a year by the Southern Poverty Law Center—is an embarrassment of riches.

In the May '95 issue, for instance, you'll find:

- ideas from educators on how to teach about the immigrant experience, how to make the most of intergenerational learning, and how to use mime and sign language to make a point
- a listing of recommended software for use in teaching tolerance
- specific lesson plans for teaching elementary students about the concepts of "same" and "different"
- a listing of tools—books and videos—to help you teach everything from multicultural math to lessons on the Holocaust
- an article on how teachers can encourage students to become more active citizens, and so much more.

"The basic goal in teaching tolerance," explains editor Sara Bullard, "is to care about all our children and to help them care about each other."

The magazine's premise is that "tolerance is at the core of good citizenship. It can be taught, not just talked about. It belongs everywhere in the curriculum."

Since the magazine's debut a few years ago, NEA members across the country have been contributing to and using *Teaching Tolerance* to teach students—all ages and all topics.

Elementary language arts teacher and social studies curriculum coordinator Joyce Lee



Paula Ranciado, "is that I can use the materials with students in junior high and high school. Both my 7th and 11th graders have enjoyed and profited from the diverse suggestions in the magazine."

Ranciado says she's benefited particularly from the primary documents and literature suggestions frequently listed.

"The magazine has wonderful suggestions for literature by authors like Richard Wright, Maya Angelou, or Leslie Marmon Silko," Ranciado says. "It also provides lots of hands-on activities that are essential for certain high school students."

Ranciado also uses the two free video and teaching kits published by the Southern Poverty Law Center. After her students watch the video on the civil rights movement, she has each one research a person who was killed during the struggle. Next year, she plans to use "The Shadow of Hate" video with her Problems in

from State College, Pennsylvania says the recommendations of children's books are "top quality."

"One of the beauties of the magazine," explains New Haven social studies teacher

Democracy class for 12th graders.

"Tolerance can't be taught in a day," Ranciado says. "It has to go on all year long."

—Melissa Etlin
NEA Human and Civil Rights

RESOURCES

The Southern Poverty Law Center makes the following resources available to educators free of charge:

➤ *Teaching Tolerance*, a 64-page magazine published twice a year. For your personal copy—or to submit ideas for articles—write to *Teaching Tolerance*, 400 Washington Ave., Montgomery, AL 36104.

➤ Two video and text packages for grades 5-12:

1. *America's Civil Rights Movement* includes the video, *A Time for Justice*, which introduces students to civil rights history through the ordinary people who risked their lives in the struggle. The text, *Free at Last*, includes profiles of 40 people who lost their lives in the movement. The teacher's guide offers detailed lesson plans.

2. *The Shadow of Hate* video contains historical footage of incidents of hate crimes and discrimination. The text includes 14 stories that illustrate the dire consequences of discrimination.

To receive either or both packages, ask your principal to send a request on school letterhead to the address listed above. There is a \$25 handling and postage fee for *America's Civil Rights Movement*. Individual schools are limited to one copy of each kit.



WASHINGTON WATCH

Person To Watch



Reed Hundt, chair of the Federal Communications Commission, is poised to take action on the critical issues of children's television programming and violence on the tube.

Greatest Threat (Take #1)

If enacted, a House of Representatives plan to slash some \$4.5 billion in federal assistance to schools and students would sabotage programs that improve academic achievement, create safer school environments, improve the quality of educators, promote parental involvement, and provide technology in classrooms.

Greatest Threat (Take #2)

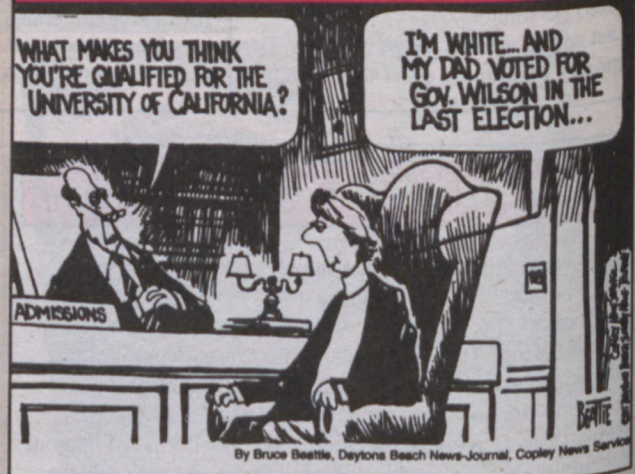
If successful, efforts in the House and Senate to create a new federal voucher program (HR 1460 and S 618) would provide parents with vouchers to send their children to public, private, charter, or sectarian schools at government expense.

The attempted one-two punch: Gut federal education funding (see Take #1 above), then siphon off what's left and give it to private schools. Needless to say, NEA is working vigorously to defeat both measures.

What You Can Do

Speak out. Let your representatives in Washington know that you believe in a federal role in education and in the lives of America's children. Write to the U.S. House of Representatives, Washington, DC 20515, and the U.S. Senate, Washington, DC 20510. Or call the switchboard, 202/224-3121.

Political Cartoon of the Month



Congressional

Quote of the

Month

"You can build a million new prisons, but there will be no real national security until we invest in the health, skills, and intellectual character of young people."

—Senator Paul Wellstone
(D-Minnesota)

Meet:



Eileen Collins

Eileen Collins made history early this year when she became the first American woman

ever to pilot a spaceship. Last February, Collins, a 38-year-old astronaut, guided the shuttle Discovery on an eight-day mission.

Collins' personal ascent hasn't been an easy one. For a time during her childhood in Elmira, New York, her family struggled on welfare and food stamps. She put herself through community college by working full time in a catalogue showroom, then attended Syracuse University on a ROTC scholarship. Once in the Air Force, her career took off.

Collins spoke recently with NEA staff writer David Sheridan.

What's it like blasting off?

There was a significant amount of shaking while on the solid rocket boosters, a bright light display in the windows, a rumbling or burning sound in the cockpit, and an acceleration that peaked out at 3 g's. It was quite a ride.

What was the most exciting moment on the mission?

Just after the main engine cutoff and the external tank separation (about 10

minutes into the flight), one of my crew members yelled up to me, "Eileen, look out the window—you're about to see your first sunrise from space!"

As I looked beyond the window, I noticed the Earth's curved horizon for the first time, with the glow and colors of the sun's rays beyond. As the sun rose, it was difficult to look at, but the earth's oceans and clouds were a sight I will never forget.

What's your favorite thing about space travel?

If I had to pick one thing, I'd say the experience of microgravity over an eight-day period. Living and working in microgravity—or zero gravity—is very difficult at first because of the tendency to lose things, as well as the necessity to learn how to brace yourself and maneuver. But once you master these skills, life in microgravity is effortless. And fun!

When did you learn how to fly?

When I was 19. All the money I earned from my job went to pay for my books at Corning Community

College and for flying lessons. I didn't spend money on clothes or other things. I'd grown up watching gliders fly off Harris Hill in Elmira, where my parents took us for picnics in the summer, and I'd always dreamed of flying.

What was your favorite subject in school?

Math. I always did well in math. Back in those days—I went to school in the '60s—girls were not encouraged to excel in math. It wasn't that we were discouraged by the teachers, but we were never really encouraged. And, of course, it was the cool thing for the boys to do well in math, but if a girl did well in math, she got picked on by the boys.

You taught math at the Air Force Academy, didn't you?

Yes, and I loved it! I always tried to make math more interesting by relating it to specific applications. I'd show the students a particular method, like how you do derivatives. And then I'd say, this is why you do derivatives, because you can calculate

What have you learned about being a woman in a traditionally male job?

I'm sorry, but maybe you do have to work harder than men when you're one of the first women, one of the few women.

It's a fact of life because everyone is going to know who you are, and that's the way it's been with me. In my jobs in the Air Force, everybody in the squadron or on the base knew who I was. And if I made a mistake, everybody knew, "Oh, the woman made the mistake."

How would you describe the time you spent at the test pilot school at Edwards Air Force Base?

It was by far the most challenging, exciting time of my life. I flew 26 different airplanes in one year—and a few of them I flew solo the first time I was ever up in them.

The second time you fly the airplane, you climb up to 30,000 feet and put it out of control, you fall out of the sky, and then you recover. And you do it all over again—10 times.

Isn't that scarier than hell?

Well, before you go up, you have to prepare yourself mentally to do an ejection from the airplane if there's a problem. But I never had to.

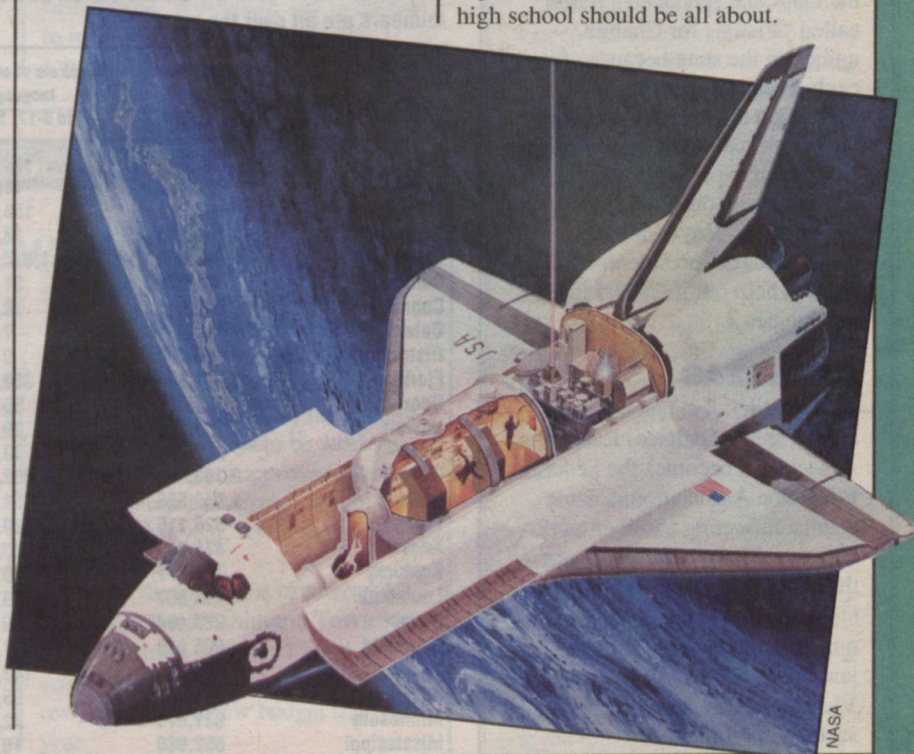
You talk to a lot of high school audiences. What do you tell them?

Explore different areas to find where your talents lie. Don't be afraid to take a course because you may

not get an A. Getting straight A's is not as important as what you learn. Too many students are overwhelmed with grades and success versus learning about themselves, which is what high school should be all about.

An American First

velocity—here comes the shuttle, it's going at such and such velocity, but its velocity is increasing...



Grassroots

State

PENNSYLVANIA

In a step toward solidarity, teachers and education support personnel voted recently to join forces.

For years, 18,000 support employees were directly affiliated with NEA but had no formal ties to the Pennsylvania State Education Association. The two organizations often worked together, but a united front became increasingly attractive in the face of a common enemy.

"We're both threatened by privatization," says custodian and Association activist Mary Ann Caputo. "Together, we'll have a better chance of winning the fight."

INDIANA

The legislature recently enacted a law intended to severely limit the hard-won bargaining rights of Indianapolis teachers.

The law establishes merit pay and mandates twice-yearly job evaluations based on ill-defined standards for parental involvement, student achievement, and teacher attendance. NEA's state affiliate is challenging the interpretation—and implementation—of the law.

IDAHO

Ask 3,000 educators to design an ideal school and what do you get? A raft of suggestions for reforming Idaho's schools.

After asking, the Idaho Education Association compiled the ideas and produced a report called "Visions for Change"—unique in the state because of its exclusively educator perspective.

Next on the agenda: making the vision reality. "We now have two strategic objectives: one is advocacy and one is the 'Visions for Change,'" says Monica Beaudoin, IEA president. "We want to help our members make this happen."

OVERSEAS

This month, what had been known as the Overseas Education Association becomes the Federal Education Association, a name change reflecting member work-sites at military base schools in the states as well as abroad.

"Also, most join us because of our expertise in federal sector law," says FEA staffer Sandra Vickstrom, "so the word 'federal' seemed appropriate."

IN STATE CAPITOLS

NEA Members Hold the Line

NEA members in a handful of states bucked last spring's legislative trend—school employee bashing—and held the line on important worker rights.

In Illinois, for example, all-out member lobbying prevented the state from shirking its responsibility to fund health care for more than 32,000 retired teachers.

The pressure on lawmakers was unre-

lenting. In April, 3,000 active and retired educators packed the Capitol in Springfield to lobby.

And throughout the campaign, members of the Illinois Education Association-NEA backed up letters and phone calls with personal visits to lawmakers.

Says IEA-NEA Retiree Chair Mary Lou Hauge: "It was very effective to

appear in legislators' home offices and say to them, 'Tell me you support us on the health issue. We are voters.'"

A sampling of successes from other state capitals:

► Working in coalition with school boards, principals, and the Minnesota Federation of Teachers, Minnesota Education Association members stopped bills that would have created vouchers for low-income families and dramatically weakened educators' bargaining rights.

In addition, the Funding '95 Coalition successfully lobbied for \$700 million in new money for K-12 education, including additional funding for class size reduction.

► Members of the Arkansas Education Association defeated legislation that, among other things, would have established extreme penalties for school employee strikes, undermined school restructuring efforts, and given parents veto rights over curriculum.

► Flooding legislators with faxes and phone messages, Connecticut educators defeated a voucher bill and Governor John Rowland's proposed teacher "occupational" fee—in essence, a teacher tax. This \$100-\$400 annual fee wouldn't have directly benefited students, educators, or public schools.



PROMISES, PROMISES: School employees in Louisiana got the bonus that Governor Edwin Edwards promised them—but they had to work for it. Hundreds of members of the Louisiana Association of Educators lobbied hard to stop one policy maker from blocking the bonus.

LINGUISTIC DIVERSITY

Tale of Two Tongues

The number of kids in the United States who speak languages other than English is up 26.8 percent nationally—but the state-by-state numbers are all over the map.

State	All children 5 to 17 years, 1990	Speakers of other languages, aged 5-17, 1990	Percent change between 1980 and 1990	State	All children 5 to 17 years, 1990	Speakers of other languages, aged 5-17, 1990	Percent change between 1980 and 1990
Alabama	779,216	23,122	108.1	Montana	163,940	6,382	-0.6
Alaska	117,070	11,158	-10.9	Nebraska	309,706	11,256	21.7
Arizona	688,361	156,782	1.4	Nevada	203,376	24,055	106.1
Arkansas	457,208	13,587	79.6	New Hampshire	194,492	8,561	20.6
California	5,363,005	1,878,957	61.4	New Jersey	1,269,172	245,795	6.4
Colorado	608,578	51,202	8.9	New Mexico	321,418	94,719	-30.3
Connecticut	522,667	78,041	11.2	New York	3,008,894	700,788	6.0
Delaware	114,559	7,403	56.3	North Carolina	1,152,157	54,382	170.5
District of Columbia	80,008	9,444	103.9	North Dakota	127,720	3,456	-19.5
Florida	2,021,858	360,452	70.7	Ohio	2,019,893	100,589	33.0
Georgia	1,236,622	55,976	131.5	Oklahoma	613,015	28,351	16.9
Hawaii	198,205	29,600	-22.0	Oregon	522,568	36,776	45.5
Idaho	227,791	13,241	25.5	Pennsylvania	2,000,469	136,203	24.1
Illinois	2,103,057	302,087	13.3	Rhode Island	158,964	25,970	30.1
Indiana	1,059,526	51,651	26.3	South Carolina	666,884	23,346	66.7
Iowa	526,115	20,740	35.6	South Dakota	144,167	5,849	-33.7
Kansas	474,043	25,036	41.0	Tennessee	833,214	28,694	74.4
Kentucky	705,277	20,063	80.9	Texas	3,454,664	974,282	-5.2
Louisiana	895,657	49,382	-0.8	Utah	458,429	25,434	11.6
Maine	223,494	9,886	-25.9	Vermont	102,343	3,212	-8.9
Maryland	806,039	67,904	58.2	Virginia	1,063,388	74,634	81.9
Massachusetts	940,711	143,528	34.1	Washington	893,647	78,267	65.1
Michigan	1,761,163	95,963	15.6	West Virginia	337,661	9,129	96.7
Minnesota	831,671	42,163	109.3	Wisconsin	930,099	51,171	99.7
Mississippi	552,960	16,594	71.7	Wyoming	100,206	3,940	25.5
Missouri	947,101	33,731	55.3	United States	45,342,448	6,322,934	26.8

IN PENNSYLVANIA



Setting a Banner Example

Chalk up another victory over vouchers in Pennsylvania, where NEA members helped defeat Governor Tom Ridge's plan to divert \$42.3 million of public money to private schools. After lengthy debate, the Pennsylvania House of Representatives voted 105-96 against Ridge's three-year plan to establish vouchers and eliminate certain teacher benefits.

"This bill included a lot of things that people just didn't want," says Pennsylvania State Education Association staffer Bill Johnson. "There were enough onerous items to convince legislators to vote against it."

Legislators were further swayed by a strong push from united anti-voucher forces—notably the Public Education Coalition to Oppose Tuition Vouchers, a group of 40 organizations that includes PSEA, the AFL-CIO, and the League of Women Voters.

Members of the coalition flooded legislative offices with phone calls and blanketed the airwaves with anti-voucher advertisements. PSEA members and their families sent more than 200,000 postcards to legislators, urging them to vote no.

Others traveled around the state on a school bus for two weeks, fueling voucher opposition and gathering signatures on an enormous banner.

The strategy paid off—for now. The state legislature reconvenes this month, and revamped voucher proposals could be introduced.

"This victory could very well be

fleeting," admits Johnson, "but we're going to stick to our message and keep fighting."

In other voucher developments around the country:

► NEA members in **Florida** have been busy keeping voucher legislation off the agenda. The Florida Teaching Profession-NEA blitzed state officials with a massive campaign this year, visiting lawmakers and besieging them with mail. The legislators, evidently not ready for the fight, abandoned all voucher discussion.

► Voucher opposition found less

Pennsylvania delegates to the NEA Representative Assembly proudly display their battle-worn, 30-foot banner and their message: No school vouchers, no public money for private

success on other fronts. In Cleveland, **Ohio**, lawmakers approved a \$5.2 million voucher program that will begin with the 1996-97 school year.

Meanwhile, an existing program in Milwaukee, **Wisconsin** was expanded to include vouchers for religious schools.

IN NEW JERSEY

Proud as a Peacock

"The truth is, New Jersey public schools work."

That's the message that members of the New Jersey Education Association are spreading throughout the state.

"People were saying things like, 'The state spends so much money on education and gets no results,'" says Ed Richardson, a staffer at the New Jersey Education Association.

"But looking at school performance, the facts spell out clearly that performance is very strong. The answer seemed to be that we needed to improve the communication of

this information to the public."

NJEA's two-year, \$10 million PRIDE in Public Schools campaign—which combines television ads with local community organizing and outreach—seems to be working.

This year, voters approved more than 72 percent of district school budgets. Last year, fewer than 52 percent passed.

One of the key signs of progress: citizens in the Washington Township school district, who had turned down school budgets for three years in a row, approved a new budget this year.

Local

TEXAS

Teachers in Dallas will soon be evaluated based on the progress their students make—as measured by standardized tests. Members of the Texas State Teachers Association strongly oppose the measure.

"We're informing people about what's going on," says Joe Atkins of the Dallas Classroom Teachers Association, "so we can best provide for what's needed in the classroom."

MONTANA

Education support personnel are in a stronger position in Missoula as a result of an amalgamation of five NEA locals plus one affiliate of the American Federation of Teachers. The locals combined for collective bargaining purposes, following the merger of the Missoula high school and elementary districts in July 1994. The new group, the Merged Missoula Classified Employees Organization, has 300 members.

"It made no sense for us to all bargain separately," says Robin Walker, an instructional assistant and local spokesperson. "Now we've got a united front."

OHIO

The strike waged by 162 Ohio Education Association members at the Medina County Achievement Center may be over, but the fight against subcontracting has just begun.

Teachers and support employees ended a 10-week walkout and returned to work in June, vowing to continue their fight for contract language to protect the jobs of current employees. "Morale is good, and people are ready to fight from within," says local activist Karen Tanski.

MINNESOTA

Jill Thompson was in a tough spot. The first-year teacher had to undergo aggressive chemotherapy for non-Hodgkins lymphoma last spring but had little sick leave to use.

The solution? Nearly 150 Albert Lea Education Association members donated their personal leave to Thompson so she could stay on the payroll until she could qualify for disability. "Albert Lea is truly a caring community," says Thompson, "and teachers are at the top of the list."

Special Offer for NEA Members Only

Find out how other educators are bringing technology into the classroom

Everyone is talking about electronic learning—but you're the one who has to make it all work in the classroom. That's why NEA is pleased to co-sponsor the Technology + Learning Conference. This annual event is public education's leading technology conference bringing together the school staff, principals, and district personnel who are charged with reinventing America's classrooms. In workshops, seminars, and sessions, you'll get ideas you can use to invigorate your classroom, your school, and your district!

Learn what works—and what doesn't

At the Technology + Learning Conference, the emphasis is on real-world solutions to the challenges you face. You'll see how teachers and other school staff are putting technology to work in the classroom and behind the scenes. You'll discover how to motivate and inspire students of all ages. Plus, you'll gain new insight into late-breaking technological developments. Whether you're interested in exploring the information superhighway, learning more about specific equipment, or exploring the latest teaching techniques, you'll find a world of ideas waiting for you.

Get practical ideas you can use in your classroom

You'll return to your school equipped with dozens of ideas you can apply right away! At District Workshops, you'll learn about innovative applications and programs...at Roundtable Discussions you'll hear what other educators have to say about today's hot topics...and at General and Showcase Sessions you'll learn from national leaders in technology and education.



Sponsored by the National School Boards Association's Institute for the Transfer of Technology to Education

**Join your colleagues
at the INFORUM in Atlanta
from October 25 to 27!**

START THE FUTURE TECHNOLOGY + LEARNING CONFERENCE

See the latest software, services, and more

The latest developments in electronic learning will be waiting for you on the exhibit hall floor. Virtually every form of educational technology is on display, along with innovative software and services. With more than 200 exhibitors on hand, you can gather more information in a few hours here than you could in months of reading journals back home.

Here's what your registration includes:

- ☒ General Sessions featuring Ray Bradbury, Elliot Soloway, and Jennifer James
- ☒ Your choice of School District Workshops
- ☒ Showcase Sessions with innovative educators
- ☒ Free admission to the exhibit hall
- ☒ Roundtable Discussions
- ☒ Exhibit hall reception and a free lunch
- ☒ Exhibitor Workshops highlighting new technologies
- ☒ Site Visits to see innovative programs

Special offer for NEA members only

NEA is pleased to announce a special offer for NEA members only. Registration for the Technology + Learning Conference normally costs \$450, but NEA members pay just \$175! *That's less than half the normal rate.* NEA is sponsoring this steep discount to help make it possible for more educators to attend this important event.

Call (202) 822-7752 to request your FREE brochure, or use the coupon below.

Yes! I'd like FREE information about the Technology + Learning Conference. Please send me _____ brochures. (One for every member of my team!)

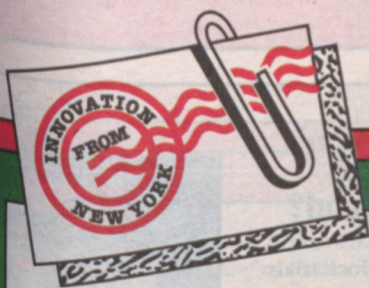
Name _____
Title _____
Organization _____
Address _____
City _____
State _____ Zip _____
Phone (_____) _____

Mail to:
NEA Center for Education
Technology
Attn: C. Wilkins
1201 16th Street, N.W.
Washington, D.C. 20036

Fax to:
(202) 822-7987
E-mail to:
NEA Ed Tech@aol.com
Or call:
(202) 822-7752

Innovation

How NEA members are changing the way schools work



Photographs by Kevin Higley

Ode to the Odyssey

School employees in Greece, New York were among the first in the nation to begin the arduous journey of school reform. After half a dozen years as an NEA Learning Lab, where are they now?

The planners of Odyssey school in Greece, New York—school employees, parents, and community members—left homeroom in the dust.

First period in this public school of choice for kids in grades 6 through 11 is called "integrated block." All classes integrate lessons in math, science, humanities, and language.

The last 40 minutes of each day is called "exploratory time," during which students take mini-courses in topics ranging from pottery to the stock market.

Each day, teachers eat lunch with their students, and each week, during "connect time," teachers meet with the same group of kids to talk about problems and social issues.

Put it all together, and you have a school of 600 students where no one falls through the cracks. "The more interaction students have with adults," explains seventh grade teacher Celia Serotsky, "the more successful they are in school."

It all works because experience is, in fact, a good teacher. And, for the past eight years, NEA members in this thriving suburb of Rochester have had a lot of experience with school reform.

Members of the Greece Teachers

Association (GTA) started on the road to school reform in late 1987.

In 1989, the Greece school district became an NEA Learning Lab, one of a few dozen districts around the country working with Association help toward reform.

Today, a number of restructuring programs that loomed large and scary back in the '80s—interdisciplinary curriculum, multi-age classrooms, team teaching, block scheduling, community involvement, and especially shared decision making—are commonplace in the district's 21 schools.

"The Greece school district has really taken the words partnership and collaboration to heart," says Bob Barkley, who heads NEA's Learning Lab Project.

In 1990, for example, Eastman



Profile of Tomorrow's High School Graduate and Competitive Employee, which lists the knowledge, skills, and attitudes students need for the work world. A number of high schools have since redesigned their curriculum to meet this profile.

Parents have also become true partners in student learning. Dozens of parents were part of a team, along

with teachers and administrators, that designed the unique block schedule at Odyssey school.

And when district officials, five years ago, created Westridge Elementary School, they recruited parents to be part of the initial design team. Parents worked with the school superintendent to select a principal and team of teachers.

These unique partnerships in student learning extend to school support staff as well. At Athena Middle School, it's not uncommon to find teacher's aides, secretaries, or other support personnel leading all-staff meetings, while the principal takes notes.

"I think our presence on the management team is helping make other people aware of what the support employees really do," says Carol Allen, a teacher's aide.

Learning from experience, Greece educators have found, means learning from mistakes. For example, Craig Hill Elementary School last year scrapped its school management team and started anew.

"There were a lot of people who felt the team was making decisions that affected everybody, but everyone didn't have a say," explains Jan Gallucci, a fifth grade teacher at the K-5 school.

Today, Craig Hill staff and

parents meet in issue management groups to discuss scheduling, budgeting, staff development, and more.

Greece's odyssey through school restructuring is far from over. The newest challenge: maintaining a creative, innovative atmosphere in the face of budget cuts and layoffs.

"The budget may slow us down a little, but it sure won't stop us," says Ann Rhody Schott, first vice president of GTA. "Once you start on a reform path, people aren't willing to go back."

—Karen Gutloff

Top, social studies teacher Ed Welch works with Becky Shammah on a current events project. Middle, French teacher Celia Serotsky. Below, two of Serotsky's students put their heads together.

Kodak joined with area schools to create a

IDEA EXCHANGE

Road Scholars

I found a wonderful way to get the 20 learning disabled students in my written expressions classes motivated to write letters. They pen their thoughts to a truck driver from Georgia named Murray Schisler who drives across the country on a regular basis.

Schisler is one of some 3,500 American truckers who belong to an organization called Trucker Buddies

International, Inc. Each member is enlisted to write to students in the United States, Canada, Japan, and Hungary. The truckers are assigned to write to a class of students at least once a month.

Each of my learning disabled students wrote to our trucker, and I checked the content and style of each letter before sending it. His first response was a personalized postcard to each student. We also plotted on a big map the states that our trucker covered in his travels.

This year, Trucker Buddies gave one of my students a certificate for reading and writing improvement. Trucker Buddies International presents an award to a student in every class a "buddy" works with.

If you're interested in getting your students involved in this highly motivational program, call 800/MY-BUDDY and ask for Gary King.

Cathy Payne
Dacula Elementary
Dacula, Georgia

Who's On Trial?

Mock trials are challenging ways to combine research, debate, and literature. Students in my seventh grade debate class are involved in creating two simulations per year.

The first one they do is a civil suit called "Tobacco on Trial." All the students have specific roles, such as lawyers, doctors, or clients.

The case, like in real life, involves a client suing a tobacco company in the wrongful death of a spouse. The litigant must show that the spouse's death was directly caused by tobacco and that proper warnings weren't issued.

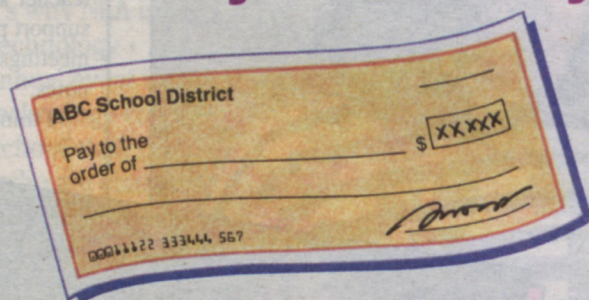
In the second simulation, students read Edgar Allan Poe's *The Tell-Tale Heart*. The prosecuting attorney tries to prove that the defendant committed the crime with intent. The defense attorney tries to prove his client is legally insane.

Jurors are selected from the class by the student lawyers. And the trial is on!

Richard Marcus
Schoenbar Middle School
Ketchikan, Alaska



Protect your salary



Protect your dreams



Protecting your dreams is not always easy. But one way to do it is to safeguard your income against the chance that you won't be able to earn a living because you're disabled. NEA Member Benefits is pleased to announce a newly enhanced disability income protection plan that can meet the needs of NEA members.

Call NEA Member Benefits at 1-800-637-4636 for information on the new features of the NEA Income Protection Plan.

nea Member Benefits

NEA Members
Insurance
Trust
A policy of caring

Underwritten by
washington national
INSURANCE COMPANY
Education Division
Meeting Specialty Insurance Needs
of the Education Community
TIP095

Photo Finish

Kindergartners need a reminder of their first year of school. So I take pictures of them at work and play and create a photo scrapbook that logs the entire year.

At the beginning of the year, I include film on my list of supplies I need from the school administration. I ask parents to sign up for one month during which they agree to take the film in to be developed. The student's family gets the month's film in a "special" box.

The developed film is returned in the box, and my students and I paste the pictures into the scrapbook.

At the end of the year, each child selects several pages of the scrapbook to keep.

This idea really cultivates a sense of community with the kids.

Lisa Rosenfield
Samuels Elementary
Denver, Colorado

Share Your Ideas

You can pass along your classroom tips to *NEA Today's* 2.2 million readers in one of these five ways:

- By mail to Idea Exchange, *NEA Today*, 1201 16th St. N.W., Washington, DC 20036.
- By phone, (202)822-7201.
- By fax, (202)822-7206.
- By NEA Online, keyword *NEA Today*.
- By E-mail to NEAToday@aol.com.

Health

Information about health factors that affect
the way students learn



Steve Kohl, M.D., is chief of Pediatric Infectious Diseases at the University of California, San Francisco Medical Center. He is a member of the Committee on Infectious Diseases of the American Academy of Pediatrics and a co-author of the academy's statement on the new chicken pox vaccine.

Everyone's heard of chicken pox, but some may not have heard about the new vaccine. How new is it?

The vaccine was first developed in Japan in the 1970s, and the Food and Drug Administration licensed it in the United States in March of this year. It's manufactured and sold by a company named Merck and has been available to doctors just since May. It costs doctors around \$39.50, so a vaccination costs a patient somewhat more.

Is it important for all kids to be vaccinated?

Yes. Chicken pox is a moderately serious illness. The average child who gets it is uncomfortably sick for about a week with fevers and itching and misses eight days of school. Parents typically lose two or three days of work.

There are four million cases of chicken pox per year in the United States—75 percent of them among school-age children. There are between 6,000 and 9,000 hospitalizations each year and between 50 and 100 deaths. This disease is permanently preventable through use of the vaccine.

Should schools require the chicken pox vaccination for students?

Though the Academy's statement does not address this issue, in my opinion, the vaccinations should be required for all of the reasons I just mentioned.

How effective is the vaccine?

Studies have shown that the vaccine is 75 percent effective against all episodes of chicken pox and 95 percent effective in preventing the most serious cases.

Studies in Japan have shown the vaccine effective for 20 years. Shorter studies conducted so far in the United States have proven it effective for six years.



Welcome news: A new vaccine aims to make chicken pox a thing of the past.

Can the vaccine be given in conjunction with vaccination against other diseases?

Absolutely. The best time to give it is between 12 and 18 months of age—the same age recommended for the measles, mumps, and rubella (MMR) vaccination.

Of course, now that the vaccine is available, it should also be given to older children who haven't had chicken pox. Children under 12 who haven't had chicken pox need a single dosage; anyone older needs two immunizations.

What about vaccinations for adults? Should school employees get vaccinated, too?

There are strong indications that the Centers for Disease Control will recommend immunizations for school workers who are not immune. Anyone who's had chicken pox is immune. Most adults may prefer to get a blood test for immunity before getting the vaccine.

Are there any side effects to the vaccine?

Around 20 percent of those vaccinat-

ed will experience some pain and mild swelling at the site of the inoculation. Four to five percent will have some mild rash at the vaccination site or elsewhere. But none of this is anything to worry about.

What's the connection between chicken pox and Reye's syndrome?

Reye's syndrome is a potentially fatal complication of chicken pox infection that aspirin can trigger. That's why we don't treat chicken pox with aspirin.

Because the vaccine has a weakened form of the virus, as a precaution, anyone vaccinated against chicken pox should not take any aspirin for about six weeks.

Should pregnant women avoid exposure to students and others who have recently been vaccinated?

There is some controversy on the question. There is agreement that the vaccine should not be given to pregnant women.

In addition, the manufacturer suggests that pregnant women avoid contact with recently vaccinated people, but the American Academy of Pediatrics does not regard such contact as a risk.

There's little risk to pregnancies from contact with people having the mild form of the virus in the vaccine.

What's much more dangerous to an adult who has never had chicken pox is exposure to someone with the wild virus itself.

It's far safer for parents to have children vaccinated than to risk this more serious exposure from full-blown

chicken pox. Two percent of women who get chicken pox in their first 20 weeks of pregnancy will get complications.

Resources

For more information:

► The American Academy of Pediatrics (AAP) offers a free booklet, "Chicken Pox and the New Vaccine." Send a self-addressed, stamped (32 cents) business-sized envelope to AAP, Department C chicken pox brochure, P.O. Box 927, Elk Grove Village, IL 60009-0927, 708/228-5005.

► The Centers for Disease Control offer a toll-free immunization hotline with answers to many commonly asked questions, 800/232-2522.



The new kid at school says veggies are cool.

His name is Willie Munchright™ and he's the host of **What's On Your Plate®**. It's a program created by McDonald's® and the Society for Nutrition Education to help you teach your class all about eating right. The program includes a video of Willie's Public Service Announcements, as seen Saturday mornings on CBS, a leader guide

with a colorful poster illustrating the Food Guide Pyramid and a student activity brochure.

Or you can choose **Healthy Growing Up™**, a group of lessons and activities for kids in kindergarten through third grade. They focus on self-esteem and fitness as well as nutrition, and have earned the support of the President's Council on Physical Fitness and Sports.



Health and nutrition are an important part of a child's education. Use these teaching aids to help guide your class to a healthier, more active lifestyle in a fun and interesting way. For more information on these and other programs, write: McDonald's Education Resource Center, ADS, P.O. Box 8002, St. Charles, IL 60174, or call 1-800-627-7646.



SchoolSite

NEA members working to make schools run better

About 75 children die each year in school bus accidents. That's 75 kids too many and the reason why school bus drivers and transportation workers are taking matters into their own hands.

With a little creativity and a lot of dedication, NEA members across the country have developed programs to teach kids the behaviors they need to stay safe.

► In Dothan, Alabama, kids in kindergarten and Head Start classes learn bus safety with "Safety Sam" the turtle, a creation of bus driver Jeanene Stremski.

► In Mansfield Ohio, driver Sharon Bennett and her twin sister Barbara Troyer, a transportation coordinator in nearby Gilead, entertain audiences at elementary schools with "Sharon the School Bus for Safety."

► In Las Vegas, Nevada, transportation supervisor Theresa Hannigan's creation, "Buster Bee," explains how to "bee safe" on the bus.

► In Escambia, Florida, school bus driver Jeanette Wilcox came up with the "Stop, Look, and Listen" safety program that lets kids practice the safe bus behavior they learn from drivers and a video.

Inspiration for safety programs comes in many forms. Wilcox was reading a book on bus safety to a kindergarten class when she spontaneously decided to play a game with the kids to reinforce what they had learned.

Wilcox pretended she was a bus and "drove around the room, picking up kids at their 'stops.'" Requests for the game spread like wildfire.

Developing the mascot for "Sharon the School Bus" wasn't a conscious effort for Ohio's Sharon Bennett. "If I told you the character came to me in a dream, you'd laugh," she says. "But it did."

Bennett then spent three years developing her program, even taking art classes so that she could transform her nighttime vision into reality.

Alabama's Jeanene Stremski saw a demonstration of Wilcox's program at an NEA-sponsored conference and used the same video and role play game to start a program in her state. Stremski's even raised funds for a parade float and a turtle costume.

All of the drivers counted on others to help plan the content of their programs. Ohio's Bennett worked with district drivers to come up with 10 basic safety rules.

Stremski consulted with a local kindergarten teacher before taking her program into the schools. "Teachers can help you understand what happens in the classroom," she says.

Despite the popularity of bus safety



Bruce Graner

it still takes two to three months to get through all the kids.

Wilcox had started out working on a volunteer basis, but, as the program expanded, she applied for—and got—grants to offset the cost of drivers' time.

"Without the funding, we couldn't attend the classes when the students need us to be there," Wilcox says. "Most support employees don't realize that when it says teachers can apply, it means ESP, too."

Local businesses can also be a source of funds. Bennett found backing for "Sharon" at her local McDonald's. "I just walk right out there and ask everyone I meet if they know anyone who can back me," she says.

Ask any of the drivers if their programs are working, and they're quick to come up with evidence. Bennett tells of a time when a small child paused to look for traffic before crossing the street in front of his stopped bus, showing awareness of traffic, a main goal in the program. A car that had slowed down as if to stop, accelerated and whizzed right on by the bus. "But the child had stopped

even before the driver could honk his horn to warn him," she says.

Wilcox says another driver told her about a child who just stood at the side of the road and looked up. "The child was waiting for a signal that it was safe to cross," she says, "but it took the driver by surprise since kids had never done that before."

The creators of these bus safety plans are pleased with their success—but are not resting on their laurels. Bennett hopes to expand the "Sharon the School Bus for Safety" program nationwide.

Wilcox would like to create a computer program that kids could use to keep the safety rules fresh in their minds.

And transportation field director Merry Balen in Nevada plans to add a six-foot motorized, talking school bus

to the Buster Bee act.

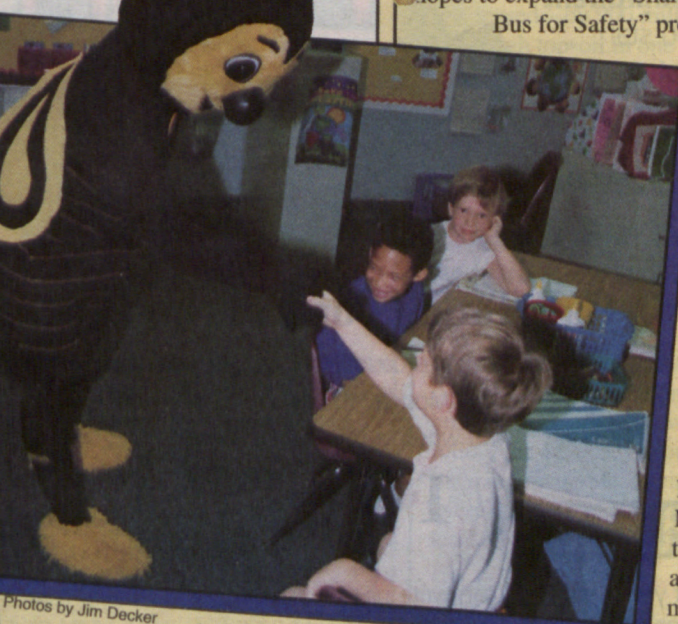
But as elaborate as all of these programs may get, each one was started by a single person trying to make a difference.

"How many times have we all had dreams and not pursued them?" Bennett asks. "Something pushed me on this, and I'm glad it did."

—Jillian Safer

Have A Safe Trip

Keeping kids safe—that's the idea behind a wave of school bus safety programs initiated by NEA members across the country.



Photos by Jim Decker

Drivers going the extra mile. Top, Ronetta Brown "stops, look and listens." Lower, Charlene Sanders alias: Buster Bee.

programs like these, there are pitfalls that can potentially keep any program down. Number one is time—getting enough release time, that is, to teach safety during the school day.

Wilcox recruited five other drivers to help make 45-minute presentations to all preschool and kindergarten classes in her 37-school Florida district. But she finds

RESOURCES

TV Tips

Maurice Sendak's **Little Bear**—Nickelodeon, Monday, September 11, 12-12:30 p.m. ET. Based on the children's book by Else Holmeund Minarik with illustrations by Sendak, this new television series for preschoolers tells the story of a young cub taking his first steps toward independence.

Fast Forward—ABC, Thursday, September 21, 4-5 p.m. ET. A teenager gets the opportunity to see his future and the role alcohol plays in it in this ABC Afterschool Special.

Inside Space—Sci-Fi Channel, airs Sundays, 5:30-6 a.m. ET. This weekly TV magazine show includes on-location reports, interviews, and mission updates exploring the fact and fantasy of the space program.

The 1995 National High School Mock Trial Championship—Court TV, every Saturday in September, 4-5 a.m. ET. Highlights of the final competition between the two best high school teams in the country. Throughout the show, the students talk about their trial strategy and their opinions on the death penalty.

History's Turning Points—TLC, 13 half-hour shows, beginning in September. Check local listings for dates

and times. Each episode of this series explores a momentous event in history and provides insights into the people and places associated with it.



The Visionaries—PBS, 13 half-hour shows, beginning in September. Check local listings for dates and times. Hosted by actor Sam Waterston, this documentary series, shot in locales ranging from El Salvador to South Dakota, focuses on the extraordinary activities of ordinary people who devote time to helping others.



Ultrascience—TLC, 13 half-hour shows, beginning in September. Check local listings for dates and times. This series profiles topics outside the traditional view of science, exploring such subjects as sex, death, ESP, and forensics.

Science and the Future—Turner Educational Services, September 27, 28, 29. Check local listings for dates and times. This live, interactive event permits viewers to discuss the ways that physical and life sciences will shape the 21st century—with scientists from Los Alamos as guides. Delivered to those who enroll via cable or satellite. For more information, times, pricing, or to enroll, call 800/344-6219.

Nile, River of Gods—The Discovery Channel, September 27, 9-10



a.m. ET. This program goes on location to study the cultural significance of the Nile River to the people who inhabit the land around it.

These listings are provided by Kidsnet, a computerized clearinghouse in Washington, D.C.

"The NEA Home Financing ProgramSM is wonderful. I never knew purchasing a home could be so fast and easy. Thanks!" - Member from Tennessee.

Over 98% of members surveyed who have obtained mortgages through the program say they would use it again! For buying a home, refinancing a mortgage, or a home equity loan,[†] the NEA Home Financing Program, provided by Prudential Home Mortgage, offers a great combination of service, benefits and value.

● **No charge for your credit report...** we pay for it when you apply.

● **Fast loan decision** in as little as 24 hours after you submit your application.*

● Call anytime for a free **interest rate quote** at 1-800-NEA-4-YOU.

● **Loan commitment**** before you start house hunting to save time and give you a stronger bargaining position.



● **Low origination fee and a zero-point option** can reduce your up-front, out-of-pocket expenses even more.

● **Low down payment options**, including a special first-time home buyer program, with proper documentation.***

● **No-cost, 60-Day interest rate lock option** protects you from rising interest rates.

Call Today For Information...Or To Apply.

Experienced mortgage counselors are available for extended hours, 8 a.m. to midnight, Eastern time, Monday through Friday. There's no obligation, just information. And when you're ready, you can apply right over the phone.

nea Member Benefits

1-800-NEA-4-YOU

(1-800-632-4968)

Prudential Home Mortgage

If you prefer, you can write us at: NEA Home Financing Program, Prudential Home Mortgage, Post Office Box 84, Minneapolis, MN 55440-8712

† Home equity loans are offered by Prudential Home Mortgage but may be made in the name of The Prudential Savings Bank, F.S.B., Prudential Home Mortgage or other financial institutions. Prudential Home Mortgage and The Prudential Savings Bank are subsidiaries of The Prudential Insurance Company of America. The Prudential Savings Bank is a member FDIC. Loans subject to credit approval. Certain restrictions apply. Account availability features, associated rates, fees and charges may differ among geographic regions and may be modified or discontinued. *Eligibility requirements for the 24 hour loan decision include: a 20% down payment, an overall good credit rating and a signed purchase contract. Single-family dwellings only. Condos, Co-ops, second homes and investment properties are excluded. Also, because your loan decision is not subject to an appraisal, you may want to consult your legal advisor to include an appraisal contingency in your purchase contract. Other conditions may apply, such as a maximum loan amount. Call your home financing representative for details. **Your loan commitment will be subject to the terms and conditions contained in the loan commitment letter for this program. Call a mortgage counselor for details. ***Program restrictions and conditions apply. Contact a Prudential Home Mortgage representative for details. The NEA is not offering or originating any loans in connection with this program. NEA Home Financing Program is a service mark of the National Education Association. This program is administered by Prudential Home Mortgage, which processes, originates and services loans. The National Education Association does not approve or deny loans. The Prudential Home Mortgage Company, Inc., 8000 Maryland Avenue, Clayton, Missouri, is in the business of originating, processing, purchasing, and selling residential mortgage loans secured by liens on real property. The Prudential Home Mortgage Company, Inc. is an affiliate of the Prudential Insurance Company of America, doing business as P.H. Mortgage Company, Inc. in Ohio. New York Office: Expressway Executive Center, Inc., Suite 100, 48 South Service Road, Melville, NY 11747; Arizona BK 8408; Florida Licensed Mortgage Lender; Illinois Residential Mortgage Licensee; Licensed Mortgage Banker/New Jersey Department of Banking; Calif. Broker/Lender. All California loans will be made pursuant to a California Department of Corporations Consumer Finance Lender license or Commercial Finance Lender license. Information is accurate as of the date of printing and is subject to change at anytime without notice. Equal Housing Opportunity.

Trends

Don't Know Much Biology?

If so, you're not alone. A new survey of 1,000 teachers confirms what most elementary teachers have known for years: kids need better science education, and teachers need more training to teach the subject.

Nearly 70 percent of those surveyed for a Bayer Corporation study said schools should place greater emphasis on science education; 80 percent supported hands-on teaching. But only 36 percent considered themselves "science literate."

Bayer's survey of 1,000 parents found that 96 percent wanted to help their kids more with science education, but only 32 percent considered themselves "science literate."

Bayer's remedy: the "Making Science Make Sense Parent's Kit." For a free copy, write to the Bayer Corporation, One Mellon Center, 500 Grant Street, Pittsburgh, PA 15219-2507.

No Dimes in the Sofa?

States have smashed the piggy bank and raided the cookie jar to maintain the illusion that voters can get something for nothing.



Cutting compensation to public employees, manipulating federal Medicaid dollars into state coffers, and trimming aid to college students have kept the books looking rosy.

Yet from 1987 to 1992, state and local spending on K-12 education nationwide dropped by 3.9 percent, while student enrollment increased 5.5 percent.

According to State Policy Reports, if education had received in 1992 the same percentage of state funds it received in 1987, it would have meant \$4.4 billion more—or some \$1,000 more per pupil.

Now comes the reality check. The Medicaid loophole's been closed, school enrollment is outstripping population growth, the economy is slowing, and

there will be increasing costs for those in nursing homes and on welfare.

States may have to consider the T word, or start making painful cuts that voters will see. Get ready for battles for dollars.

Oops, They Meant 'Up'

In 1989, the Census Bureau predicted student enrollment in 2000 would hit around 49 million and then taper off. Today's update—52.5 million in 2000, growing to 60 million in 2030.

How could demographers be so far off? Well, there was an unexpected baby boom in 1989-90. Then add in the perennial unknown—immigration rates—which have been going steadily upward.

Many areas are battling school overcrowding even now. One of the newest



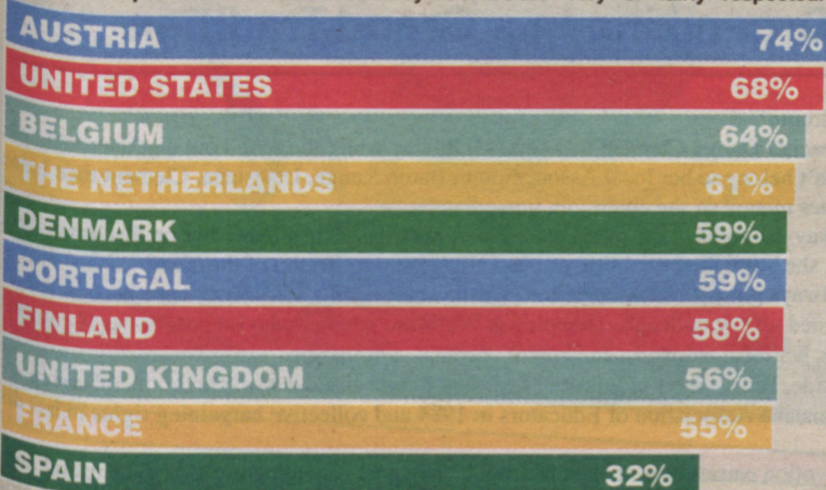
Patrick Neary

American Teachers Stand Proud

More than two-thirds of American adults polled recently said secondary teachers are "very" or "fairly" respected.

While some may balk at the ingratitude of the other one-third, U.S. teachers received a higher mark than their colleagues in many other countries. A recent comparison of 28 nations also showed that American teachers are relatively lower paid and put in longer hours.

Percent of respondents who said secondary teachers are "very" or "fairly" respected.



Source: Organization for Economic Cooperation and Development



Bob Riha, Jr.

This isn't your usual principal promise. Sandy Blazer, principal of Minnie Gant Elementary in Long Beach, California, promised to bungee jump off a 22-story platform if each student wrote two essays on fear and overcoming it. The kids lived up to the challenge—and Blazer dove to the occasion.

solutions: night school.

From Dade County, Florida to Glendale, California, school districts are extending the normal school "day" into the night.

At New Century High School in Lacey, Washington (pictured left), some 200 students take advantage of night classes that are offered until 9 p.m.

Our Daily Bread

What state has the most prime farmland?

Texas, with 36.8 million acres.

In which four states is more than half of the (nonfederal) rural land considered prime farmland?

Iowa, Illinois, Indiana, and Ohio.



John Lyngboe

In which six states are more than 20 million acres of crops grown? North Dakota, Minnesota, Iowa, Illinois, Kansas, and Texas.

Did soil erosion increase or decrease between 1982 and 1992?

It decreased—by 900 million tons, saving enough topsoil in one year to fill a convoy of dump trucks 95 wide stretching from coast to coast.

Source: USDA Natural Resources Conservation Service

The Smaller the Better

When it comes to choosing a good city for kids, the smaller the better. That conclusion comes, not surprisingly, from Zero Population Growth.

Factoring in education spending, employment, crime, poverty, and pollution, the advocacy group found that the most favorable 20 cities had an average population of 146,000. The least desirable 20: 438,000 people.

Top 10 Cities:

- Madison, Wisconsin
- Burlington, Vermont
- Stamford, Connecticut
- Fargo, North Dakota
- Lincoln, Nebraska
- Overland Park, Kansas
- Sioux Falls, South Dakota
- Livonia, Michigan
- Green Bay, Wisconsin
- Virginia Beach, Virginia

People



Craig Cunningham

Racing To Success

Move over, Richard Petty. Kentucky teacher **Medra Murphy**'s in the racing business now—soap box racing, that is.

A few years ago, Murphy, a fifth grade teacher at Warfield Elementary School, was looking for a way to keep her students engaged. What better educational activity, she thought, than having them design and build a soap box racers.

With help from a \$4,000 grant from NEA's National Foundation for the Improvement of Education, Murphy bought supplies—everything from wheels to fiberglass—and enlisted the help of parents, the school computer lab, businesses, even the local body shop to design and build four racers in time for the April derbies.

Murphy's students—Gary Hinkle and Amanda Jewell shown at left—didn't win, but they went home with a trophy and exciting memories.

"If we can show students the connection between studying and an exciting part of life, they'll realize how much fun school can really be," says Murphy. "And that makes us all winners."

Behind Bars

Wisconsin teacher **Marian Olson** has been teaching at the same school for nearly 50 years. If that doesn't make you gasp, get this—the school's a minimum security prison.

It was January 1948 when Olson started teaching at Oakhill Correctional Institution just outside Madison. At the time, Oakhill housed 11- to 18-year-old girls who'd committed minor crimes or wouldn't stay in school.

Now Oakhill's home to 500 men who've committed crimes ranging from robbery to rape, even murder. With help from inmate "tutors," Olson teaches the prisoners what they need to know to pass a high school equivalency test.

"The typical class has a wide range of abilities—from those who work at a fifth grade level to those who've got credits beyond high school," Olson explains. "That's okay with me. I can accept people at any level—as long as they understand I'm not going to leave them there."

"These men are human beings," she adds. "If you respect the person, where he's coming from, and what his problems are, then you can work together as adults. I'm just interested in helping them improve their lives."



Morry Gash



Organizing in a Grand Tradition

"Not in my classroom!"

That's what teacher **Darnel Clement** told **Iona Holloway** when she found out that the rookie paraprofessional didn't belong to her local Association in Baton Rouge, Louisiana. Clement then loaned Holloway the dues money so she could join immediately.

Today Holloway exemplifies the grand tradition of organizing instilled in her on that day 17 years ago. As a result, she bears the proud title of 1995 NEA Support Person of the Year.

Holloway's always got a green Association sign-up sheet handy. Her tactics have become legendary—she signed up one colleague shopping at WalMart, another who sat next to her at church. Not surprisingly, her local enjoys an amazing 92 percent sign-up rate.

Organizing aside, Holloway is proudest of her work to win support workers full membership rights in the Louisiana Association of Educators in 1984 and collective bargaining rights in her district in 1988.

That same devotion carries over to the classroom. "My goal is helping my kids to be useful and productive citizens," says Holloway, who works with pre-school children with disabilities at LaPlace Elementary.



Bruce Graner

Kids, Crabs, and Cockleshells

Charlene Dindo routinely trawls Alabama's Mobile Bay from a floating research laboratory, wowing her audiences with samples of live sea creatures.

Dindo's no scientist—she's a kindergarten teacher at Council Traditional Magnet Elementary in Mobile. And the curious onlookers on these field trips haven't been five-year-olds—they're teachers. It's all part of a teacher-training program Dindo designed called "Kids, Crabs, and Cockleshells."

"I wanted to expand children's curiosity and develop their concept of the animal

world," Dindo says, "and I knew that I could reach more kids by reaching out to teachers first."

When she won a 1993 Christa McAuliffe award, Dindo seized the opportunity to take a year's leave. Over the course of that year, she held weekend workshops, mini-conferences, and seminars, teaching hundreds of elementary teachers the fundamentals of marine science.

"I make sure I show young women and old, Black and white in my own presentations to the kids," she says. "I want to make it clear that you don't have to be a white male to go into ocean research."

Or to make waves. Dindo recently learned that the Smithsonian Institute included her project as part of its "Ocean Planet" exhibit at the National Museum of Natural History in Washington, D.C.



Rachelle Omensen

A Pair of Mayors

Students at South Plainfield High School in New Jersey are like spectators at a mental boxing match when their two government teachers square off on the political issues of the day.

The teachers are evenly matched and primed for the sport of verbal sparring. In the conservative ideological corner, there's **Steve Novak**, the mayor of North Plainfield from 1974 to 1988 (pictured right). On the liberal side, there's **Mike English** (left), the mayor of South Plainfield between 1982 and 1986.

The two former mayors co-teach three classes of government and law. "I'm conservative, and he's liberal," Novak says. "We agree to disagree, sometimes quite loudly. But it's a friendly rivalry."

Adds English: "We purposely argue the conservative vs. liberal positions to give students both sides of the issue. We want them to make informed choices."

Ready for prime time? "Crossfire," perhaps? The two teachers demur. After all, they've only got 40 years of government service between them.

"The NEA made retirement planning easy for me."



"It takes two incomes for us to live now, so I knew I should have my own retirement plan. The NEA made it **easy** for me to start."

Judy Williams, Teacher
Franklin, Tennessee



NEA
Valuebuilder®
Retirement
Planning Kit

**YOURS
FREE!**

**For retirement planning
made easy, request your
FREE NEA Valuebuilder®
Retirement Planning Kit.**

Call today.

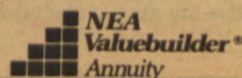
1-800-637-4636

Monday–Friday 8 a.m. to 8 p.m.; Saturday 9 a.m. to 1 p.m. ET.

Lower your current tax bite and watch your retirement money grow tax-deferred! The NEA Valuebuilder can help you plan for a more financially secure future.

The NEA, in partnership with Nationwide Life Insurance Company, has developed this tax-advantaged annuity program to meet the needs of NEA members and their families.

nea Member Benefits



For more complete information about the NEA Valuebuilder Annuity, including charges and expenses, you may obtain a prospectus from NEA Member Benefits, P.O. Box 576, Oakland, MD 21550-9972. Please read the prospectus carefully before you invest or send money. The general distributor for the NEA Valuebuilder Annuity is Nationwide Financial Services, Inc., Columbus, Ohio. Nationwide Financial Services and Nationwide Life are both subsidiaries of Nationwide Corporation, a financial services holding company. The Internal Revenue Code prohibits certain distributions attributable to salary reduction contributions before an individual reaches age 59½, separates from service, dies, or becomes disabled or experiences a hardship as defined by the Code. Nationwide® is a federal service mark of Nationwide Mutual Insurance Company. NEA Valuebuilder® is a federal service mark of the National Education Association. Not available in Hawaii.

TVB095

Legal

SUPREME COURT

The winners: the NRA, the KKK, and opponents of affirmative action. The losers: gun control advocates, racial minorities, civil libertarians, and supporters of church/state separation.

Led by a triumvirate of staunch conservatives—William Rehnquist, Antonin Scalia, and Clarence Thomas—the Supreme Court this term took a sharp turn to the right. These three, joined frequently by Sandra Day O'Connor and Anthony Kennedy, forged a new 5-4 majority that took firm control of the Court.

On issues ranging from affirmative action to state funding for religious activities, this new majority handed conservatives a string of significant victories. Here's a survey of the damage.

➤ By far, the Court's most stunning decision was *U.S. v. Lopez*, a 5-4 ruling striking down the Gun-Free School Zones Act. The Act made it a federal crime to possess a firearm within 1,000 feet of a public or private school.

For the first time in 60 years, the Court held that Congress did not have the constitutional power under the Commerce Clause to regulate a particular activity.

President Clinton has already sent Congress a revised Gun-Free School Zones Act of 1995. The bill attempts to remedy the defects in the original law by requiring the prosecution to show that the gun involved in the crime moved in interstate commerce. Given the make-up of the current Congress, the chances of passage are slim.

➤ In another significant education-related case, the Court ruled by the same 5-4 split that the University of Virginia violated the First Amendment by refusing to fund an evangelical Christian student newspaper.

The majority in *Rosenberger v. University of Virginia* reasoned that it was a violation of Christian students' free speech rights for the school to deny funding for their religious publication, when the school funded non-religious student publications.

The Court also said that subsidizing the religious newspaper did not violate the Establishment Clause.

Writing for the four dissenters, Justice David Souter lamented, "The Court today, for the first time, approves direct funding of core religious activities by an arm of the State."

In a concurring opinion, Justice O'Connor attempted to narrow the scope of the Court's holding. She emphasized that the funds at issue were not tax revenues but student activity fees, and suggested that the case could not be used to



CHANGES DIRECTION

You don't need to be a constitutional scholar to assess the Supreme Court's 1994-95 term. Take a look at this year's winners and losers.

support the use of tax dollars for religious activities.

But some now claim that *Rosenberger* legalizes parochial school vouchers. According to Jay Sekulow, head of Pat Robertson's American Center for Law and Justice, the case will "energize other religious liberty issues including the government subsidizing tuition vouchers for religious schools."

➤ In a 7-2 decision, *Capitol Square Review and Advisory Board v. Pinette*, the Court ruled that the State of Ohio violated the First Amendment by refusing to allow the Ku Klux Klan to erect a Christian cross in a public park.

➤ The Court also reversed a Ninth Circuit Court of Appeals ruling on school prayer.

The lower court had struck down an Idaho school district's practice of allowing students to present prayers at a high

school graduation ceremony. In a one-sentence opinion in *Joint School District No. 241 v. Harris*, the Court said the case was moot because the student plaintiffs had graduated.

Since *Harris* was based on mootness grounds, it's not binding precedent, and the Court will have to wait for another student-led prayer case before issuing a definitive ruling in this area.

➤ In *Vernonia School District v. Acton*, the Court voted 6-3 to uphold an Oregon school district's policy of randomly drug testing all middle and high school student athletes.

In a narrow opinion, the Court weighed several factors in concluding that the drug testing program did not violate the Fourth Amendment's prohibition on warrantless searches.

First, the school district acted "in loco parentis" in testing "school children,"

who do not enjoy the same constitutional rights as adults.

Second, the student athletes voluntarily participated in interscholastic athletics and had a diminished expectation of privacy. "School sports are not for the bashful," the Court said, noting "the element of communal undress" prevalent in locker rooms and showers.

➤ Particularly troublesome for civil rights advocates were the Court's rulings this term in three race cases. Read together, these decisions signal a significant retreat from the Court's

historic role in the struggle for equal rights for racial minorities.

Worse yet, the Court has sent the unmistakable message that it does not favor and will closely scrutinize efforts by the government to remedy past societal discrimination through affirmative action or other race-conscious means.

In *Adarand Constructors, Inc. v. Peña*, the new 5-4 majority reversed a decision of the Tenth Circuit Court of Appeals upholding a federal affirmative action program. The program provided additional compensation to government contractors who hired minority-owned subcontractors and set a 5 percent goal for minority participation in government contracting.

The Court expressly overruled an important 1990 decision upholding certain minority preference policies of the FCC. More important, the Court announced a new "strict scrutiny" standard by which federal affirmative action programs will be judged.

As explained by the U.S. Justice Department, "the impact of the decision is not confined to contracting, but will reach race-based affirmative action in health and education programs and in federal employment."

In a serious blow to the political power of racial and ethnic minorities, the Court in *Miller v. Johnson* invalidated Georgia's majority-black 11th congressional district on the ground that race was a "predominant factor" in the state legislature's decision about where to draw the district's lines. "Racial gerrymandering," the Court said, violates the Equal Protection rights of white voters.

Continuing a trend that began in the 1980s, the Court in *Missouri v. Jenkins* ruled that a federal district court overstepped its authority in ordering a comprehensive desegregation plan for Kansas City's schools.

The Court's in summer recess, so the battered Constitution is safe for awhile... at least until the First Monday in October.

—Michael D. Simpson
NEA Office of General Counsel

RESOURCES

Free or Inexpensive

MULTI-AGE LEARNING

Multi-Age Classrooms. Teachers discuss how mixed-age groupings enhance opportunities for learning by allowing students to progress at their own pace. (96 pp., stock #2907-0-00-FF) \$9.95

plus \$2.50 s&h.

Order from

NEA

Professional

Library, P.O.

Box 509, West

Haven, CT

06515-9904, 800/229-4200.

EDUCATION FINANCE

Funding for Justice: A Special Report on Finance and Equity. Rethinking



Schools. 36 pp.

Explores the problem of funding inequities, lists state-by-state spending summaries, and suggests ways you can fight back. \$3.50 per copy. Bulk rates available. Contact: Rethinking Schools, 1001 E. Keefe Ave., Milwaukee, WI 53212, 414/964-9646.



COMPUTERS

Telecommunications in the Classroom for Educators. Sara Armstrong. The Computer Learning Foundation provides an introduction to the Internet and the vast field of telecommunications. Includes terminology, equipment, steps to get online, and lesson plans. \$14.95 plus \$4 s&h. Contact: Computer Learning Foundation, Dept. TCIC, P.O. Box 60007, Palo Alto, CA 94306-0007, 415/327-3347.

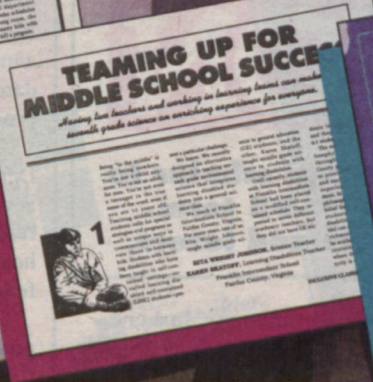


Looking for insight to help your school become more inclusive?

NEA member Harry Klugel—a resource specialist in Maryland—recommends **Toward Inclusive Classrooms**, the best-selling new title from the NEA Professional Library's Teacher-to-Teacher Books.



"Nearly every page in this book gave me a useful inclusion idea. It's not a 'know-it-all' approach. All NEA Teacher-to-Teacher Books are written by teachers for teachers, so you get practitioner insights and experiences—not theory, reality!"



“Need a quick way to find practical information to help you cope with state-mandated inclusion? Start with this book. The reproducibles, sample assessment forms, and glossary will help you communicate effectively with parents. In my school we've also adapted the forms to help keep our team on track.”

“**Toward Inclusive Classrooms** has a really great concept: teachers teaming up to provide the degree of inclusion appropriate to their circumstances, while focusing on what a student can do rather than what he or she can't do. Here we teach kids how to be advocates for themselves. It's great when they know they can go to the teacher and discuss accommodations that allow them to do their best.

—Harry Klugel

Toward Inclusive Classrooms

NEA Teacher-to-Teacher Books
96pp. 1994. (2903-8-00-U3)
Price: \$9.95

Ordering Information

Use the stock number above to speed your order. Shipping and handling will be added to all orders. Include CA or DC sales tax if applicable.

Order Toll-Free
1-800-229-4200

or mail to NEA Professional Library
P.O. Box 509, West Haven, CT 06516

SAFETY

Play Safe!

Be Safe! BIC Corporation. Educators and child psychologists created this multimedia

fire safety education kit aimed at kids ages 3 to 5. Includes a video, game, and activity cards. \$9.95. Contact: “Play Safe! Be Safe!” BIC Fire Safety Education Program, 20 N. Main St., Pittsford, NY 14534, 716/385-3370; FAX 716/264-1754.



BIG BOOKS

Digging For Dinosaurs.

Melvin Berger. A jumbo picture book filled with information and color

pictures on how prehistoric life is unearthed and preserved. \$14.95 plus \$3.99 s&h. Contact: Newbridge Communications, 6 Commercial St., Hicksville, NY 11801, 800/347-7829.



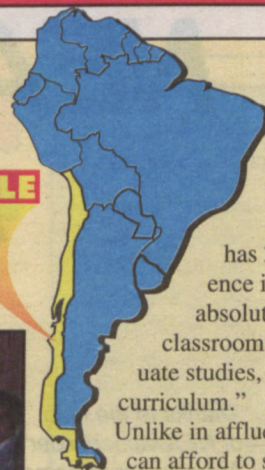
COMMERCIALISM IN SCHOOLS

Captive Kids. A Report on Commercial Pressures on Kids at School.

Consumers Union Education Services. The publisher of *Consumer Reports* and *Zillions* issues its second report on commercialism in the schools. Includes ratings of more than 100 corporate and special interest programs and sponsored educational materials aimed at kids. Single copies, \$3 each, are available from Consumers Union Education Services, 101 Truman Ave., Yonkers, NY 10703.

International

Schools Go Private— Education Suffers



CHILE

per week—teachers were paid only for actual classroom hours,” said Aquillon, who has 25 years of experience in education. “I had absolutely no time for classroom planning, for graduate studies, and to enrich the curriculum.”

Unlike in affluent areas—which can afford to subsidize their schools—parents today in many working class neighborhoods have no real options. The drop-out rate has soared, and few children of workers now have access to higher education.

“The school in our *población* has broken floors and windows and is cold in the winter,” points out parent Valeria Jara. “We’re always asked to bring things to clean the bathrooms, and my daughter has 60 students in one of her classes.”

“Education in Chile no longer is a right, it’s a commodity,” she says, “and they don’t want people like us to learn how to think.”

The Chilean Teachers Association fought to improve education in Chile even under the dictatorship. When union elections were finally allowed in 1985, pro-democracy forces won control of the union, which then played a major role in gaining the return to elected government in 1989.

“We want to restore the quality of education,” says Bunney, “but we can’t win that fight now.”

Given their own recent history, teachers like Pallamar Ruz have an urgent message to their colleagues in the United States:

“Don’t let the government implement school vouchers and

privatization in your country. Continue your fight to defend democratic values and public education.”

—Fred J. Solowey

Solowey, a Washington, D.C.-based labor journalist, recently returned from his fourth trip to Chile.



What happens when government abandons its public school system in favor of a free-market privatized version? Here's a first-hand report from Chile.

“Before the military government took power in a 1973 coup, virtually 100 percent of school-age children were in school and public school education was very good,” says Luis Bunney, national treasurer of the Chilean Teachers Association, which represents three-quarters of the nation’s teachers. Education was compulsory through eighth grade, and about nine percent of university students came from working-class families.

When the military government took over, it outlawed the teachers union and fired some 5,000 teachers it labeled as subversive (jailing and killing some). It purged the curriculum of social sciences and applied its extreme free market ideology to many programs—including Social Security, health care, and public education.

The assault on public education began in 1979, with government decrees turning all public schools over to municipalities and authorizing a new kind of school—the private subsidized, or “mixed” school.

Under the new system, explains Bunney, a 20-year history and geography teacher, anyone was free to start a mixed school in search of profit. “It didn’t matter if they had the proper infrastructure or hygiene for a school. They could do it in their house.”

Each school, be it public or mixed, got money from the government based on its enrollment.

Education entrepreneurs, Bunney says, used “fancy sounding names to attract students in humble neighborhoods. ‘British School,’ for example, sounded a lot better than School D.”

In order to turn a profit, the mixed schools relied on large class size and the exploitation of teachers—who lacked job security or collective bargaining rights.

In metropolitan Santiago, Chile’s largest city, more students were in the mixed than the public schools by 1987, with the latter suffering a net loss of 170,000 grade-school students.

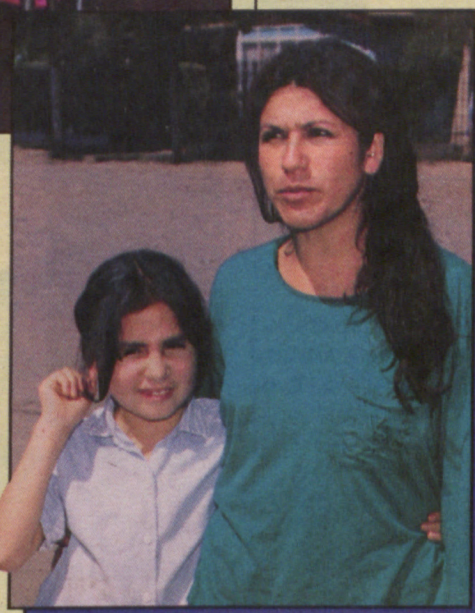
The 1979 decrees also redefined the government role in education from overall responsibility for education to a more “cooperative” role. By 1988, the percent of the gross domestic product going to federal education funding dropped by more than 50 percent.

“Per-pupil allocations were frozen in 1982,” Bunney notes, “to encourage the collapse of public schools and total privatization.”

Instead of market competition improving schools as promised, a downward spiral in educational quality was created. Thousands of public school teachers lost their jobs due to lower enrollment and political firings.

Thousands of teachers, like Herman Aquillon, became “taxi” teachers, teaching in both a public and a mixed school to make ends meet.

“For 10 years, I taught for 44 hours



“The school in our población has broken floors and windows and is cold in the winter. We’re always asked to bring things to clean the bathrooms, and my daughter has 60 students in one of her classes.”

—Valeria Jara, parent

Coming next month:

A first-hand report from Zimbabwe where teacher’s union representatives from all over the world—including some 80 NEA members—met recently.

"Service and savings is what NEA Member Benefits means to me."

"Thanks to the help
of NEA Valuebuilder®
Annuity, our retirement
looks pretty rosy."



"NEA's new
Home Financing
Program helped us
buy our home and
saved us money!"



NEA Member Benefits *responds to your needs*

"With NEA
Life Insurance,
our family knows
it has the security
to plan for
the future."



"As an NEA member, I have
up to \$50,000 of extra
insurance protection for
my family—at no cost to me."



"My NEA Credit Card,
with no annual fee
and a low interest
rate, has actually
helped me
save money!"

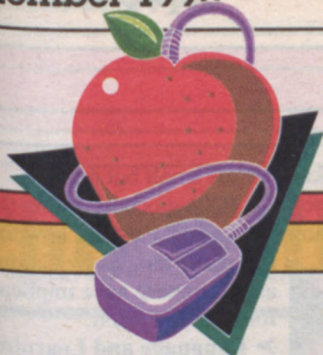
Our Pledge to You

NEA Member Benefits offers quality products in a competitive nationwide market with broad accessibility to the NEA membership . . . supported by superior service, a consumer education program designed to help members be better consumers of financial, investment, insurance, and other products, and a process to resolve consumer concerns fairly.

NEA Member Benefits Mission Statement

For more information on NEA Member Benefits programs, call **1-800-637-4636**
(Monday-Friday 8 a.m. to 8 p.m.; Saturday 9 a.m., to 1 p.m. ET).

nea Member
Benefits



ByteSize

NEA members using technology
to improve education

IN THE CLASSROOM

Wagons Ho—Online

WHO: Jim Meckel,
fourth-grade teacher,
Boone School, Kansas
City, Missouri

**E-MAIL
ADDRESS:** jmeckel@services.dese.
state.mo.us

DESTINATION:
The Oregon Trail

DIRECTIONS:

I organized the online trip last year with teachers in five other states, mostly along the Oregon Trail. Our school sits almost at the trailhead of the Oregon Trail, so it was a natural project for our students to do.

Each class got a "wagon" and created profiles of travelers to fill it, researching what they would pack and the conditions they'd face.

Using e-mail, the kids shared information they had collected from speakers, historical re-enactments, and local trail museums.

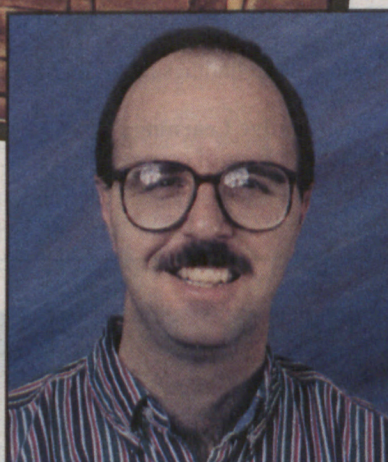
From Kansas City, the wagon train headed west, 300 miles a week for two months. The kids faced different situations each week, from encounters with Native Americans to scarlet fever epidemics to fierce storms and made decisions about what the people in their wagon would have done.

Each class then used e-mail to tell

what had happened to their wagon during the week.

INSPIRATION: One complaint some people have about the Internet is that there's a lot of rehashed information. So, I tried to think of something unique that we could share with different schools. Along the trail, there are plenty of local sources of information found nowhere else.

CLICK: The kids really looked forward to hearing from other classrooms in different states and being able to debate what should happen to their wagon.



Kansas City's Jim Meckel is one of many teachers who has found the Internet to be a perfect vehicle for school projects, especially ones that involve students from several states.

NEW & NOTEWORTHY

➤ "Technology and Learning Conference," October 25-27 in Atlanta. Sponsored by the National School Boards Association. NEA members receive a special discount. Don't miss the ad on page 10.

➤ "Pathways to School Improvement," a special homepage on the Worldwide Web where you can "visit" schools that have successfully implemented change. From the North Central Regional Educational Laboratory (NCREL). (<http://www.ncrel.org/ncrel/skrs/pathways.htm>). For a brochure about "Pathways," call NCREL at 800/356-2735.

➤ "SchoolPC"—distributed with the September issue of *Family PC* magazine. Send a \$3 check, payable to Family PC, to 1995 SchoolPC Special Offer, *Family PC*, P.O. Box 400454, Des Moines, IA 50340-0454. For a free trial issue of *Family PC*, call 800/888-9688.

RESOURCES

➤ The "Reach Classroom Connect Newsletter" online provides information on how to use the Internet in education. This Worldwide Web site also includes a list of school sites with home pages. (<http://www.wentworth.com>). To subscribe to the newsletter call 800/638-1639.

➤ To see the Smithsonian exhibit "Ocean Planet," without trekking to Washington, D.C., try the Ocean Planet Homepage on the Worldwide Web. (<http://seawifs.gsfc.nasa.gov/oceanplanet.html>).

➤ "Child Safety on the Information Highway" advises parents, students, and teachers on common sense use of cyberspace. Produced by the National Center for Missing and Exploited Children and the Interactive Services Association. Request single copies by calling 800/843-5678. Or you can download the brochure from NEA Online (go to the "School Climate and Organization Library" in the Teaching & Learning section).

BYTES FOR BEGINNERS

The Internet, which links some 20 million people worldwide, can be a wonderful teaching tool, but its strengths and limitations need to be clearly understood by everyone. So, if your school or school district is debating whether to connect classrooms to the Internet, you'll be well served if you do the following *before* you venture online:

- Alert parents and community members that you plan to introduce the Internet to classrooms and tell them how educators and students will use it.
- As a school community, establish guidelines for appropriate online behavior as well as any procedures

and rules you'll need to assure adherence.

- Develop an acceptable use policy that's clear—then circulate it.
- Teach each student proper use of the Internet and the consequences of improper use.
- Explain to students and parents the need to maintain student security and privacy. For instance, students should never reveal their real names, addresses, or other personal information while on-line.
- Make sure educators and students understand copyright protections for materials on-line, including the protection of materials they produce.

RESEARCH CLUES

When Even the Abstract's Too Abstract

A new series of books aims to help you crack the code of educational research and improve your professional practice at the same time.

Should you pass Eric on to sixth grade or hold him back a year? Will he rise to the occasion—or be so discouraged he'll give up on school?

Researchers have a lot to say on this topic, but too often it's hard to find, difficult to understand, and tough to apply to a specific situation.

A new series of notebooks—designed by Arizona State University researcher David Berliner, tested by classroom teachers, and produced by NEA—aims to make it easier.

Each of the nine volumes in the *Readings in Educational Research* (RER) series contains original research on critical topics, plus annotations and discussion questions to help readers grapple with the findings.

"We've put this series together to make professional development a bottom-up process," explains NEA staffer June Vanderveen. "With RER, teachers can get together to discuss topics that interest them when and where they

choose."

The nine volumes in the set are:

► **Introduction and Class Size:**

Educators know in their hearts that class size matters, but what do researchers say?

This volume introduces basic research concepts—statistics, primary sources, and methods of analysis—while providing research on class size.

► **Classroom Management:**

Most effective teachers explain their classroom routines during the first four days of class. Does this make a big difference? Find out what the research on classroom management reveals.

► **Cognitive Strategies:** A study strategy that includes organizing information—through outlines, webs, and the like—prior to the test has a stronger effect on test scores than total study time, according to a recent study. Learn more about these findings in this volume.

► **Cooperative Learning:** Taken together, the effects of cooperative learning methods are clearly positive. Of the 46 studies analyzed in a recent research



article, 29 (63 percent) showed cooperative learning methods had significantly positive effects on student achievement. In this notebook, more proof of the power of cooperative learning.

► **Homework:** The Chicago Public School Board suggests 255 minutes of homework a week for students in sixth grade. Of the 52 classrooms surveyed in a 1989 study, all but seven exceeded 255 minutes, with desegregated schools averaging 327 minutes a week. Discover how homework affects student learning.

► **Intelligences:** One of the many engaging studies of IQ and multiple intelligences dissected in this volume proves the impact of schooling on IQ by

looking at "the small but reliable decrease in IQ that occurs during the summer vacation." Find out how theories made famous by Gardner and Sternberg have implications for how you teach.

► **Language and Learning:**

The acquisition of rules for language choice appears to be well-grounded by the time a child is three or four years old. The bilingual child who has learned two languages in the preschool years acquires additional rules as to which language he or she speaks. Read up on important research on language acquisition.

► **Parental Involvement:** A 1984 study shows that teachers view a father's presence at a parent/teacher conference as indicative of strong family interest in the student's academic achievement. What besides gender roles might affect a father's participation in school activities?

► **Retention in Grade:** A Florida study reveals that the typical student who is retained at

the end of first grade ranks in the 23rd percentile and, after repeating the grade, ranks in the 62nd percentile. Does retention in grade work?

To order a *Readings in Educational Research* notebook, send a \$20 check, made payable to the National Education Association, to Readings-RER, NEA Communications, 1201 16th St., N.W., Washington, DC 20036. All orders must be prepaid. For more information, write to June Vanderveen at NEA headquarters.

TEACHER '96 GRANTS

Apply NOW!

And earn a grant to attend the J.C. Sparkman Center For Educational Technology, Littleton, Colorado

"TV is in every home; a classroom that we have not much control over. Unless we can help develop an awareness and an ability to be a critical viewer of the screen and the printed word, we have done a disservice to our classes."

Marilyn Martin, Lakewood, CO
1995 Sparkman Scholar

"This is the best workshop I have ever participated in. For the first time teachers are treated as the professionals that we are."

Nancy Dunlap, Zanesville, OH
1995 Sparkman Scholar

"I have been wowed with the capabilities of the Internet. Now I want my own T1 line and Netscape! Are you responsible for addictions started here?"

Rody Smith, Littleton, CO
1995 Sparkman Scholar

"I commend TCI for its commitment to education. It is very satisfying to know that there are corporations willing to invest in the children of this country and that those of us in education aren't trying to develop their talents in a vacuum."

Neil Peckham, North Haven, CT
1995 Sparkman Scholar

It's the way you learn CD ROM. The InterNET. and DISTANCE Learning. The J.C. Sparkman Center is the way you learn to use the world's most advanced communications technology -- and how to bring it to the classroom.

Contact your local school district or TCI system for details and applications. Apply NOW! No matter what your computer skill level!



TCI

It's the way you learn.

The J.C. Sparkman Center for Educational Technology

Now EVERY-ONE can see and hear how teaching success stories are being written all

across the country. Over 40 complete episodes of Teacher TV—including *Sexual Harassment*, *Violence*, and *Alternative Assessment*—are available on VHS from the NEA Professional Library at \$16.95 each plus shipping and handling. (T6)

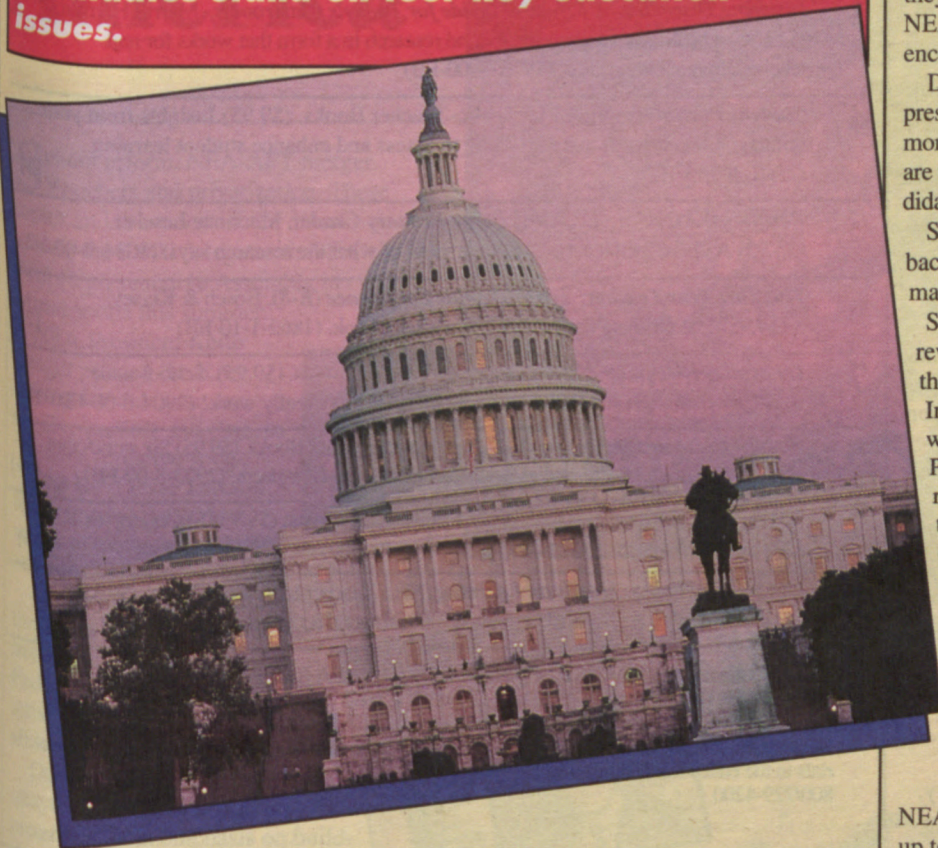


For More Information
Write to:
NEA Professional Library
P.O. Box 509
West Haven, CT 06516
or call toll free:
1-800-229-4200

ELECTIONS

Who Will Measure Up in '96?

Who will NEA recommend for President and Congress next year? That depends—on where candidates stand on four key education issues.



Karlene McDowell teaches English in Farmington, is vice-president of NEA-New Mexico, and a strong Democrat. Jim Bignell teaches science in Roswell and is chair of NEA-NM's Republican Caucus.

Despite their political differences, both see the 1996 presidential election the same way.

"The future of public education in the United States is at stake," McDowell says. "If federal programs die," Bignell

says "oodles of kids will suffer."

Both want to be involved in NEA's process for evaluating candidates, so they attended a presidential forum at NEA-NM's summer leadership conference in June.

Dozens of NEA affiliates sponsored presidential forums this summer, and more will take place this fall. The forums are the first step of NEA's four-stage candidate recommendation process.

Step #1: NEA members share feedback—either in person at a forum or by mail or fax—on the 1996 election.

Step #2: NEA President Keith Geiger reviews the feedback and the record of the incumbent President on education. In December, Geiger recommends whether NEA should support the President's bid for renomination. That recommendation is debated by, first, the NEA-PAC Council—mainly comprised of state affiliate presidents—and then the 161-member NEA Board of Directors.

Step #3: If the NEA-PAC Council and the Board vote not to recommend the incumbent, NEA gathers information on every viable candidate for President.

Step #4: The final decision on who NEA should recommend for President is up to the 9,000 NEA members who will be elected as delegates to the 1996 NEA Representative Assembly. They will make their choice by secret ballot vote.

"Education," says New Mexico's Bignell, "is a bipartisan issue. We all have to be involved if we intend to make the best choice."

NEA's Education Yardstick

Every candidate for Congress or the White House recommended by NEA will have to measure up on four key educational issues:

- 1** **Protecting children's health and safety** by supporting current school breakfast and lunch programs, Head Start, safe schools, and Title One for disadvantaged students.
- 2** **Preparing students for America's jobs of the future** through professional development, classroom technology, and access to college or other postsecondary educational opportunities.
- 3** **Strengthening public education** in America through support for school funding and the U.S. Department of Education, and opposition to vouchers and privatization.
- 4** **Respecting the rights of school employees** to collective bargaining, inclusion in decision making, and good pay.

"NEA members are Democrats, Republicans, and independents," notes Mary Elizabeth Teasley, NEA government relations director, "united by our commitment to protect children and improve public schools."

For more information, contact your state affiliate.

Your Opinions Count

NEA Today invited readers to voice their opinions on whether President Clinton ought to have NEA support in his bid for renomination. Here's a sampling of the responses. NEA President Keith Geiger will review all responses.

● "AmeriCorps, school-to-work, student loans, Goals 2000—Clinton, not George Bush, is the true education president. He has an outstanding record."

—Nancy McIntyre, San Clemente, CA

● "I am not as concerned about his adherence to NEA issues as I am about his failure to support American families. I oppose endorsing him."

—Cathy Briner, Hazelton, IN

● "He's much more visible than the presidents of past years and he looks good on paper, but we're still not seeing changes or results in the trenches."

—Joyce Abrams, La Jolla, CA

● "There are many mean-spirited politicians gearing up for an assault on public education. President Clinton is a ray of hope."

—Glenn Ballard, Chandler, IN

● "I'd give Clinton an F. By signing NAFTA into law he has eliminated high-skill, high-wage jobs for non-college-bound youths. He has little foresight."

—Irene Musial, Pittsburgh, PA

● "Clinton has done more for education than any president for the past 25 years. His problem has been image, not action."

—Carol Edwards, Woodland Park, CO

● "Clinton's turned in a poor performance. When families assume responsibility, not just rights, then education will improve. Dollars will not do it alone."

—Robert Knapp, Baltimore, MD

● "He's above average and, if given time, will help education prosper."

—Arthur Danielson, Jupiter, FL

● "Overall, he has done a better-than-average job. Congress has been too busy posturing to be anything but a hindrance. Support his candidacy."

—Michael Carroll, Hudson, IA

● "President Clinton has done nothing right. My Chapter 1 program had more money and equipment under President Bush. Dump Clinton!"

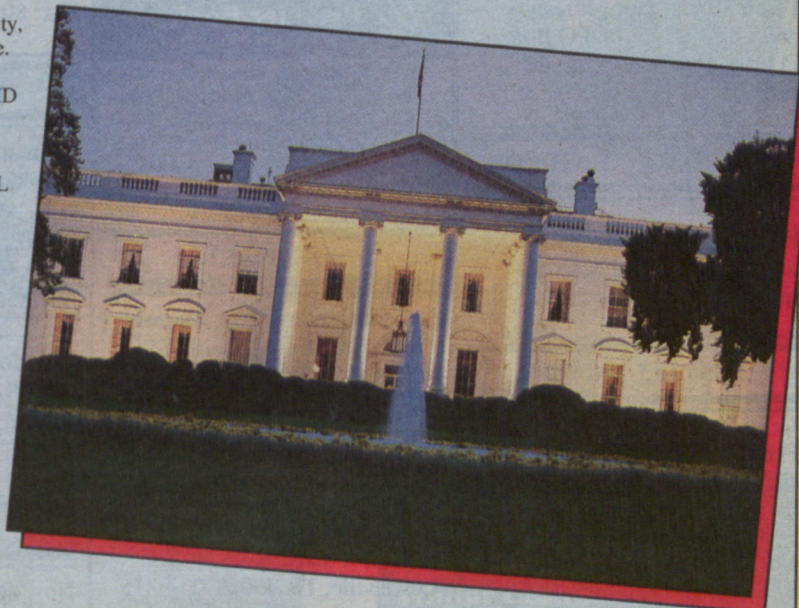
—Jerry Abernathy, St. Louis, MO

● "He's done an excellent job. He never fails to stand up for education. Candidates do not always keep their promises; President Clinton has."

—Kathy Davis, Alexandria, VA

● "We clearly need Mr. Clinton's voice of moderation to counter the reactionaries who wish to end the federal government's role in education."

—David Strutz, St. Cloud, MN



BOOK BEAT

The Power of Simplicity

From two of education's wisest heads come two of the most important books about school reform.

The Power of Their Ideas: Lessons for America from a Small School in Harlem.

Deborah Meier.
Beacon Press.
185 pp. \$20.



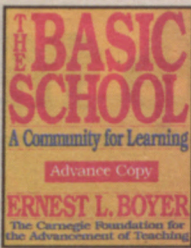
"The truth is," writes Ernest Boyer, "we know what works. Now the time has come to pull together all the essential elements of an effective school and make them available to every child."

We know what works. That's a very powerful thought—one that hasn't gotten much air time in discussions about public education. Until now.

This fall, new books by two of public education's strongest advocates pull together, in simple terms, explanations of what works in education.

In *The Power of Their Ideas*, noted teacher and principal Deborah Meier talks mainly about one idea—making schools smaller. "I'd trade off everything else" for smallness, she said in a recent

The Basic School: A Community for Learning. Ernest Boyer. The Carnegie Foundation for the Advancement of Teaching. 267 pp. \$10.



conversation. "A teaching staff of 100 is powerless. One year, you go to meetings and one year you teach."

In a small school, she says, teachers know every student, and they know each other. That makes for a flexible school, one that can change to meet changing student needs, one where teachers can make the decisions that matter.

What makes this book a wonderful read are the occasional journal entries interspersed to illustrate the day-to-day dilemmas of the classroom.

Boyer's book is based less on personal experience and more on research.

After a career of calling for reforms on the high school and college level, the longtime president of the Carnegie Foundation for the Advancement of Teaching changes his focus here. In this book, he writes about elementary schools, the schools he calls "the most important in America."

What works on the elementary level? According to Boyer: community, coherence, climate, and character. Each is explained fully, with background research, and real-life examples. All good stuff, but again, not revolutionary.

The revolution is up to you.

The NEA Professional Library's Top Ten NEA Bestsellers

Current Rank

Previous Rank

- 1** *The Healthy School Handbook: Conquering the Sick Building Syndrome and Other Environmental Hazards in and Around Your School*, Norma L. Miller, ed. (\$21.95) Find out how sick school syndrome affects teaching and learning. (1863-X-20-FB) [1]
- 2** *Countdown to the First Day of School*, Schell & Burden. (\$4.95) A "must-have" checklist for every beginning elementary teacher. (2150-9-00-FB) [10]
- 3** *Inspiring Discipline: A Practical Guide for Today's Classrooms*, Merrill Harmin. (\$12.95) The best of modern theory and research in a form that works for real teachers in real classrooms. (2950-X-00-FB)
- 4** *Student Portfolios*, NEA Teacher-to-Teacher Books. (\$9.95) Insights from your colleagues on how to use portfolios to assess and enhance student learning. (2901-1-00-FB) [3]
- 5** *Portfolios: Assessing Learning in the Primary Grades*, Marianne Lescher. (\$4.95) A classroom teacher's unique view of what the research says. (1094-9-00-FB)
- 6** *The First Year Teacher: Teaching with Confidence (K-8)*, Bosch & Kersey. (\$14.95) The ultimate first-year teacher's handbook. (1862-1-10-FB) [2]
- 7** *Innovative Discipline*, NEA Teacher-to-Teacher Books. (\$9.95) School-wide strategies that elementary and secondary teachers say really work! (2904-6-00-FB) [8]
- 8** *Toward Inclusive Classrooms*, NEA Teacher-to-Teacher Books. (\$9.95) Six stories that show how students with special needs can learn with their peers. (2903-8-00-FB) [11]
- 9** *Multi-Age Classrooms*, NEA Teacher-to-Teacher Books. (\$9.95) Six examples of how mixed-age groupings inspire teachers to innovate. (2907-0-00-FB) [5]
- 10** *Beyond Textbooks: Hands on Learning*, NEA Teacher-to-Teacher Books. (\$9.95) Learn how to find the "teachable moment" in real-world activities. (2906-2-00-FB)

This month's ranking shows our bestsellers at the 1995 NEA Representative Assembly in Minneapolis. The numbers in brackets indicate June 1995 rankings, if any. All the resources listed above are published by and available from the NEA Professional Library, a service for NEA members financed solely by the sale of books and other professional development materials to the education community. To order any title listed here or for more information, call 800/229-4200.

EDUCATION MARKETPLACE

INSTRUCTIONAL AIDS

101 Daily English Lesson plans. Time/Work Savers, grades 4-12. Free samples 800/294-5171.

Teach Reading, video. Teach/30 yrs. exp. get results (9.95 + \$4.95 ship.), PO Box 111106, Campbell, CA 95011-1106.

EDUCATIONAL VIDEOS

PTSD in Children, a video for school personnel. Features 5 specialists. \$95. 800/888-5236.

MISCELLANEOUS

Free list. Teaching jobs w/purchase of So. Cal. Teacher Salary Survey of 10 Counties. 322 Districts incl. LA. Was \$40. Now only \$20. Check to: LACOE, HR Research-ECE 102, 9300 Imperial Hwy., Downey, CA 90242.

Framed stamp collections: Educational, beautiful, unique. Excellent for classroom/gifts/awards. 800/484-5228 ext. 1000.

PUBLICATIONS

The Premier Book on Classroom Management.

Over 150,000 copies sold. Veteran Teacher: "Wish I had this book years ago." New Teacher: "Without this book I would be lost by now." Send for free information on *The First Days of School*. HKW Books, 1030 W. Maude Suite 508, Sunnyvale, CA 94086.

SOFTWARE

Let your computer do your grades in minutes with TS Gradebook 2.0 for Windows. 10 day money-back guarantee. Call 800/393-3415. \$67.50.

Free Catalog. K-12 Math Software, SW Labs. Box 294221, Lewisville, TX 75029. 214/315-3160.

CONTINUING EDUCATION

Excellent Career Opportunities. Q: Career for H.S. Math-Science grads? A: B.S. - Packaging Science. Clemson Univ. Attn: L. Doar, PO 1744, Clemson, SC 29633; Fax: 803/656-0331.

EMPLOYMENT

Education Jobs—Nationwide New lists weeks. K-12 & college. All subjects. Send SASE to: NESC, Dept. NEA, POB 1279, Riverton, WY 82501. 307/856-0170.

Jobs for teachers/principals. Send SASE to NTC, Box 1257, Boston, MA 02118-1257, 617/267-3204.

FINANCIAL

Now you can borrow from \$3,000 to \$15,000 at favorable fixed rates and take up to six

years to repay. The NEA Credit Plan® is the perfect way to consolidate your high-interest debt. Call 800/525-1211 for information on how to apply quickly and confidentially by mail.

The NEA-Sponsored GoldCertificate® CD

is exclusively for NEA members. It offers higher interest, FDIC safety, and guaranteed returns. Call NEA Financial Services at 800/348-4632 for current rates and to request an application.

DOES YOUR MONEY WORK AS HARD AS YOU DO?

Earn above average interest with an NEA-Sponsored FDIC-Insured Money Market™ Account.

And \$500 is all it takes to open an account!

Call NEA Financial Services at 1-800-348-4632 for a current rate quote and to request an application.

To place an Education Marketplace advertisement...Just send in your notice, with appropriate payment, to Education Marketplace at the address below. Rates: Educational Products/Services and Academic Employment Opportunities Categories: \$115 per line; 3 line minimum. Display ads—\$895 per column inch, 5-inch maximum. Consumer Products/Services, Summer Employment, and Business Opportunities Categories: \$130 per line; 3 line minimum. Display ads—\$1155 per column inch, 5-inch maximum. Deduct 10% if you're an NEA member. Please count 30 characters per line (including spaces and punctuation). Contact NEA TODAY Education Marketplace, 1201 16th St., N.W. Washington, DC 20036; 202/822-7913.

1995 NEA REPRESENTATIVE ASSEMBLY

RA Theme: Public Education Works For America

School reform. NEA-AFT merger. Vouchers and privatization. These topics and more dominated discussions among the 9,000 delegates to NEA's 74th Representative Assembly in Minneapolis this summer.

NEA President Keith Geiger opened the RA, calling for delegates to involve parents and citizens "in new, creative ways."

The Rev. Jesse Jackson led delegates through a series of exercises and discussions on school reform.

In early floor action, delegates gave the green light to further talks between NEA and American Federation of Teacher representatives, with a merger vote possible as early as next year.

On the budget front, delegates okayed \$185 million for NEA programs, with emphasis on building support for public schools.

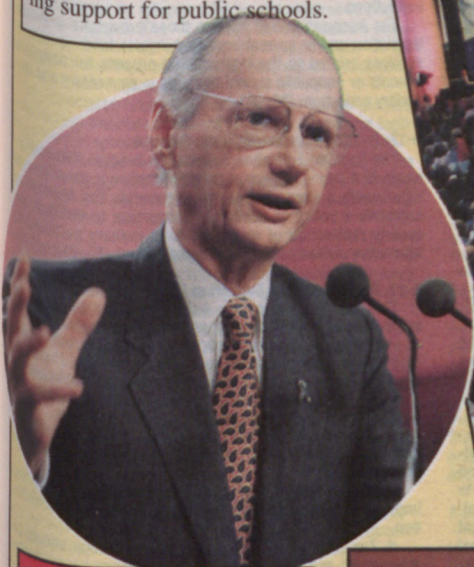
RA delegates wore blue t-shirts to show their commitment to school reform. T-shirt sales funded 15 local grants (see page 30).



New Jersey delegate Diana Carter follows the discussion on local school improvement projects during NEA's pre-RA Instructional Issues Conference.

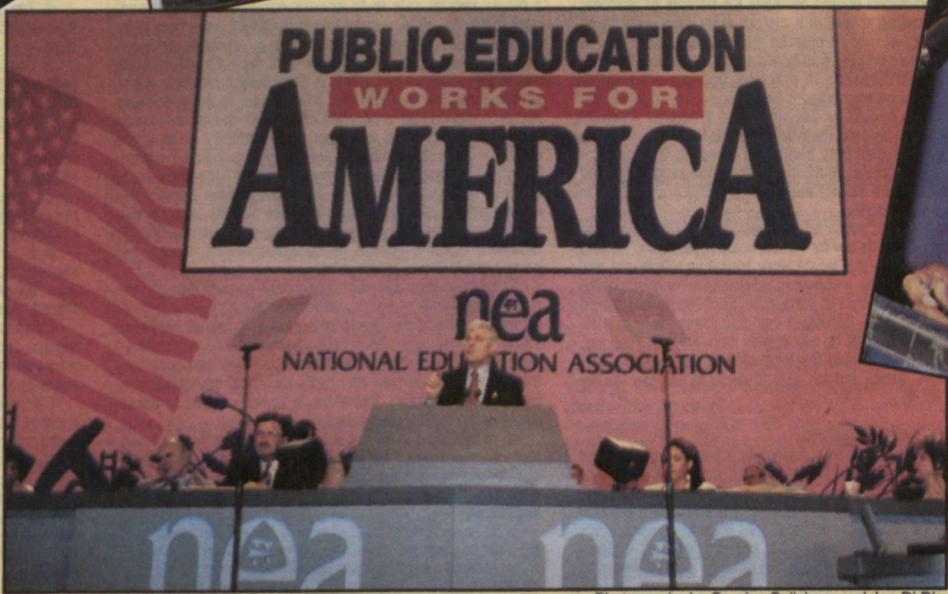


From the White House, President Clinton tells delegates he's expanding education programs "so all Americans have a chance for a prosperous future."



Above: Secretary of Education Richard Riley accepts NEA's prestigious Friend of Education Award—and blasts education cuts.

Right: NEA President Keith Geiger: "We now know the keys to quality schools. We must act upon what we've learned."



Rev. Jesse Jackson leads all 9,000 delegates in a three-hour dialogue on school change.

Photographs by Carolyn Salisbury and Joe Di Dio

RESOLUTIONS

The 1995-96 Resolutions of the National Education Association

The following resolutions were adopted by delegates to the 1995 NEA Representative Assembly.

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the ten goals stated in the Preamble. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution.

In addition to policy set by resolutions, the Assembly may adopt items of new business. Standing Rule 6.K states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All

The National Education Association recognizes that education is a lifelong process and that the public schools serve a constituency that embraces all age groups. The Association believes that each student has the right to a free public education, which should be suited to the needs of the individual, nonsegregated, unbiased, offered beyond the traditional school day and school year, required through the secondary school, offered at public expense, controlled by local and state boards of education, and guaranteed by the Constitution of the United States. The Association also believes that access and opportunities for postsecondary education should be widely available and that no qualified student should be denied such opportunities because of the cost of tuition and fees. The Association further believes that postsecondary institutions should not penalize degree-holding students who return to upgrade or develop new skills.

The Association believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate agency in collaboration with NEA and its affiliates.

Beyond minimum standards, the accreditation process should provide sufficient flexibility to enable individual schools to respond to the needs of their students and community. The development of and periodic review of locally established programs should involve community members, parents, students, teachers, and educational support personnel.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 95)

A-2. Understanding and Support of Public Education

The National Education Association recognizes its responsibility to promote understanding and support of public education and educators and to encourage wide community and parental participation in achieving and maintaining educational excellence.

The Association believes that the success of our nation depends upon high standards of educational excellence. The Association supports high standards for student behavior and achievement, excellence in teaching, a positive school environment, and high parental expectations for both their children and the schools. The Association also recognizes its responsibility to publicize adverse educational conditions and to support efforts to improve such conditions.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention should be focused on the contributions of education and educators. (69, 93)

A-3. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. The Association also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decisionmaking, and further educational growth. To that end, the Association reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process.

The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student so that social promotions can be prevented or minimized. (83, 86)

A-4. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a viable force for the maintenance and improvement of public education in the United States. The Association further believes that Association members must be fully involved in establishing goals and planning programs with the Department.

The Association further believes that internal and external attempts to dismantle and to erode the effectiveness of the Department of Education through the federal budgetary process are detrimental to the public interest. (80, 88)

A-5. Appointments by the President of the United States

The National Education Association believes that the need for quality education demands that criteria for presidential appointments in the field of education shall include a commitment to public education and significant contributions to the education community. Education employees should be included in such appointments. (70, 90)

A-6. Business Support for Public Education

The National Education Association believes that the business community should play a cooperative role with the Association in the support of public education. The Association supports and encourages members' active participation as equal partners in promoting, planning, implementing, and evaluating school-community-business partnerships.

The Association urges its affiliates to educate the business community about the current needs and concerns of public education, including the impact of commercial advertising on public perception of educators and the educational process. The Association further urges its affiliates to develop strong coalitions with the business community to advocate adequate and stable tax funding for public education. In addition, the Association welcomes supplementary activities such as cooperative programs, resource assistance, release of employees for parent-teacher conferences, and the donation of specialized equipment from the business community.

The Association urges its affiliates to prevent in public institutions the use of programs that involve the marketing of and/or the promoting of products that exploit students and/or institutions. (84, 95)

A-7. School Boards

The National Education Association believes that school boards have a responsibility to promote public understanding of the importance of the public schools.

The Association also believes that the composition of school boards must be representative of the population within the school district, including minority groups; that board members must be elected by the voters in the school district; and that board members must be elected from representative districts. Provisions should be made for parents of students who are attending school in a district other than their home district as part of a court-ordered interdistrict busing plan to have substantive influence on board actions and policies.

Student participation in a school board's deliberative process should be encouraged; however, student input in the voting process should be advisory only. Wherever a school board includes student members, the Association believes that the student members should be excluded from participating in discussions, receiving information, and voting on issues dealing with school personnel and items contained in negotiated agreements.

The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow education employees and the community to be involved in educational decisionmaking and guarantee their right to participate. Such legislation should also provide for open discussion that guarantees the local affiliate input prior to a vote on any agenda item. Further, such legislation should guarantee the local affiliate the right to place items on the agenda and the right to speak to any item on the agenda. (80, 95)

A-8. Public School Buildings

The National Education Association believes that closed public school buildings that have been deemed safe can be used effectively for public preschool, day care, job training, and adult education centers. The Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82, 87)

A-9. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society. The programs of historically Black institutions should continue to be reviewed and updated so that they will maintain diverse and quality faculties and student bodies. The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. The Association believes that closing, downgrading, or merging historically Black institutions would not be in the best interest of the educational community. (80, 95)

A-10. School Accountability

The National Education Association supports holding school sites accountable when other parts of a comprehensive system—district, state, and national stakeholders—are also held accountable for providing the resources and other support personnel systems and materials necessary for schools to reach their goals. An effective and fair school accountability system must focus on the school as the unit for improvement and evaluation. Accountability is the means by which safeguards and processes are built into a system to ensure to those it serves that best practices are encouraged and supported. The Association believes that the effectiveness of a school accountability system depends on its implementation and follow-up. Prior to implementation, school staff must receive thorough staff development. Exposure to school accountability systems should also be a part of pre-service preparation. The Association further believes that school accountability is implemented throughout the school community through a collaborative, interactive, and continuous process by which students and parents, educators, the public, and policymakers define and support the goals of the school. A well-designed school accountability system is one that—

- Promotes educational excellence
- Has a balanced focus combining school context, processes, and student performance to guide improvement efforts
- Is based on a wide array of authentic data, including an examination of the resources needed and those allocated
- Focuses on the school and its goals, not on the individual performance of the school staff or other stakeholders
- Is consistent with school employees' rights and responsibilities as set forth in collective bargaining laws and contracts, meet and confer understandings, and/or policies.
- Is applied in a fair and equitable manner. (71, 95)

A-11. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all. A second role is to collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs. A third federal role is to grant supplemental aid to states that are not able to raise adequate funds to provide all students with a high-quality education and to provide funding to support state and local government efforts in pursuit of national interests in public education. Therefore, federal funding formulas should reflect the most current, accurate accounting of public school population, measurements of poverty, and the state's ability to raise adequate funds. The Association further believes that funding for federal programs should be substantially increased, not merely redistributed among states.

The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

- In assisting local school districts, the federal government must assume a full partnership role by providing significant levels of federal funding for elementary and secondary education through a program of general aid and categorical assistance.
- In recognition of its high priority, federal education funding must be clear and identifiable within the federal budget.
- Federally funded instructional programs should have maximum teacher involvement in their development at the

federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities and maintain a gender balance to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting the establishment of religion, and provide for judicial review as to its constitutionality.

g. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association supports federal funding for postsecondary education, including—

- Programs of institutional, scholar, and student support
- Grants to support vital research functions
- Student financial assistance to assure access and choice for all qualified students who wish to pursue all levels of postsecondary education, regardless of personal financial means
- Support of historically Black colleges and developing institutions.

The Association will oppose those provisions in federal legislation and/or current laws that include funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students in elementary and secondary education. (83, 94)

A-12. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. national defense. The Association supports a policy of economic conversion to facilitate the orderly redirection of resources from military purposes to alternative civilian uses, including education. (85, 91)

A-13. Basic Financial Support of Public Education

The National Education Association believes that to achieve its commitment to equal educational opportunity for all and to ensure fair tax practices for all citizens, public education must be supported from public tax sources. Therefore, it seeks support in accordance with the following principles:

- An increasing portion of public funds should be for direct instruction of the student.
- The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
- Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
- Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.
- Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.
- The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.
- Programs, where appropriate, must make adequate provision for research and development and for promoting improvement in education practice.
- School trust lands should be used productively for the maximum benefit of public school students. Such trust lands must be administered with the generation of funds for public education as a primary goal.
- Funds must be provided for programs to alleviate race, gender, and sexual orientation discrimination and to eliminate portrayal of race, gender, and sexual orientation stereotypes in the public schools.
- Public funds shall not be expended for any materials used to promote race, gender, or sexual orientation stereotypes and/or bias.
- Public funds shall not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.
- Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.
- Any institution, agency, or individual receiving financial

RESOLUTIONS

aid from federal, state or local governments must adhere to all applicable state and federal laws, rules, and regulations. The Association and its affiliates oppose the use of public revenues for nonpublic pre-K through 12 schools. (77, 95)

A-14. Funding for Education Legislation

The National Education Association urges that funds be provided for the full implementation of legislation it supports to enhance public schools and the students they serve. (78, 85)

A-15. Funding of Higher Education

The National Education Association supports the maintenance and expansion of funding for higher education, including programs of institutional and scholar support, research grants, support for the historically Black and for developing institutions, and student financial assistance to assure access and choice for all qualified students—regardless of personal financial means—who wish to pursue higher education. The Association believes that student need, as well as enrollment, should be a criterion for funding postsecondary education. The Association further believes that need-based student financial assistance should be available through all higher education institutions as well as governmental agencies. (86, 89)

A-16. Higher Education Research and Study Grants

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

A-17. Federal Impact Aid

The National Education Association supports funding to maintain quality education for students in school districts impacted by federal policies, lands, activities, and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of severely impacted school districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs increased.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 94)

A-18. Education of Refugee Children and Children of Undocumented Immigrants

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children and children of undocumented immigrants. The Association believes that the determination of citizenship status is the responsibility of the Immigration and Naturalization Service, not of educational systems or their employees.

The Association urges that such impacted school districts receive federal and state assistance to provide educational facilities, personnel, special programs, and instructional materials.

The Association further believes that, regardless of the immigration status of students or their parents, every student has the right to a free public education in an environment free from harassment. (80, 95)

A-19. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in school-sanctioned and funded extracurricular programs.

The Association urges that equitable funds for transportation, facilities, equipment, and remuneration of staff be provided for all school-sanctioned extracurricular activities. Funding should be equitably distributed between athletic and non-athletic extracurricular activities. The Association believes that extracurricular fundraising is not an acceptable substitute for district funding of extracurricular education programs. (75, 95)

A-20. Educational/Economic Stability of States

The National Education Association believes that the educational well-being of the country depends upon the economic health of each of the regions, states, and localities.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual regions, states, and localities. (81, 93)

A-21. Tax Reform

The National Education Association supports tax reform and encourages forums and conferences that will plan and propose reforms at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property tax or any other single tax

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools

h. Eliminate tax laws and rulings that are harmful to education employees and educational needs. (78, 93)

A-22. Financial Crisis

The National Education Association believes that free public education is in a financial crisis. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. The Association believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 94)

A-23. Public Education

The National Education Association believes that the priceless heritage of public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public educational institutions.

The Association also believes that public education is the cornerstone of our social, economic, and political structure and is of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Care for the environment

f. Appreciate the aesthetic and moral qualities of life

g. Formulate values for their lives that will lead to continuous growth and self-fulfillment

h. Recognize and appreciate the cultural, social, political, and religious differences found throughout the nation and the world

i. Use leisure time effectively and develop sound physical health habits

j. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen, through the use of licensed teachers at the prekindergarten through grade 12 levels and higher education faculty comprehensive programs of education that aspire to these goals. (69, 95)

A-24. Educational Bureaucracy

The National Education Association is committed to improving direct student instruction. The Association believes that the expanding educational bureaucracy severely limits optimal classroom instruction. The Association urges its affiliates to work toward a teacher-controlled educational system that will reduce bureaucracy. (77, 95)

A-25. Improving Neglected Educational Facilities

The National Education Association believes that because many educational facilities are in a state of crisis as evidenced by decay, neglect, and continuing deterioration such institutions must be provided with the necessary financial resources to increase staff and to provide improved instructional materials and adequate physical facilities.

The Association further believes that the community, parents, students, teachers, and educational support personnel must be effectively involved in designing programs to implement positive change. (69, 95)

A-26. Charter and Nontraditional Public School Options

The National Education Association supports innovation in public education. The Association believes that when concepts such as charter schools and other nontraditional school options are proposed, all school employees must be directly involved in the design, implementation, and governance of these programs.

The Association further believes that plans should not negatively impact the regular public school program and must include adequate safeguards covering contract and employment provisions for all employees, voluntary participation, health and safety standards for all students and employees, nondiscrimination and equal educational opportunity, staffing by licensed professional staff, and financial responsibility. Programs must be adequately funded, must include start-up monies, must not divert current funds from the regular public school programs, and must contain appropriate procedures for regular periodic assessment and evaluation. (93)

A-27. Deleterious Programs

The National Education Association believes that the following programs and practices are detrimental to public education and must be eliminated: privatization, performance contracting, tax credits for tuition to private and parochial schools, voucher plans (or funding formulas that have the same effect as vouchers), planned program budgeting systems (PPBS), and evaluations by private, profit-making groups.

The Association believes that proposals that would allow or foster the flow of public monies to private, parochial or sectarian schools; the resegregation of the schools; a selectivity in admissions; the employment of unlicensed or uncertified educators; and a weakening of collective bargaining protections would also be detrimental to the health and well-being of the public schools and should be defeated.

The Association also believes that tax credit programs, management-by-objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. The Association therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 95)

A-28. Federally or State-Mandated Choice/Parental Option Plans

The National Education Association believes that federally or state-mandated parental option or choice plans compromise the Association's commitment to free, equitable, universal, and quality public education for every student. Therefore, the Association opposes such federally or state-mandated choice or parental option plans.

The Association believes that local districts, in partnership with state and federal governments, must provide a quality

education for every student by securing sufficient funding to maintain and to enhance excellence in each local public school district.

The Association continues to support alternative programs for specific purposes in the public schools. (89)

A-29. Tuition Tax Credits

The National Education Association believes that tuition tax credits—under which pre-K through 12 private school education is subsidized by federal or state tax monies—could lead to racial, economic, and social isolation of children and undermine our commitment to the public school system.

Therefore, the Association believes that all federal and state legislation designed to establish or implement plans for prekindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges its affiliates to work for the defeat of such legislation. (84, 89)

A-30. Voucher Plans

The National Education Association believes that voucher plans or funding formulas that have the same effect as vouchers—under which education is financed by federal, state, or local grants to parents, schools, or educational systems—could lead to racial, economic, and social isolation of students and weaken or destroy public education.

The Association believes that legislation or ballot initiatives/referenda designed to establish or implement voucher plans are detrimental to the public interest and calls upon its affiliates to work for the defeat of such actions. (70, 95)

A-31. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association encourages the creative and innovative use of radio, television, videotapes, and audiotape recording devices for improving instruction. It is essential that teachers or their designees have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching.

The Association further believes that the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems for public school access and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. The Association further urges the continuation of local, state, and federal financial support for public broadcasting. (81, 93)

A-32. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 86)

A-33. Rural Education

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural needs. The Association recognizes the consolidation of rural school attendance areas is not necessarily the answer to the needs of rural education. The Association recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association advocates that fair and equitable consideration be given to rural needs when federal education programs are proposed and/or funded.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools. (76, 95)

A-34. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, plant closings, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. (74, 88)

A-35. U.S. Federal Schools

The National Education Association believes that all federal schools, except those under the control of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

The Association further believes that all dependents of U.S. government employees overseas and in Section VI schools should be afforded the opportunity to attend such schools and is unalterably opposed to any attempt by Congress to privatize any of these federal schools. (80, 95)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Early Childhood Education

The National Education Association supports early childhood education programs in the public schools for children from birth through age eight. The Association supports a high-quality program of transition from home and/or preschool to the public kindergarten or first grade. This transition should include communication and cooperation among parents, the preschool staff, and the public school staff. The Association believes that such programs should be held in facilities that are appropriate to the developmental needs of these children. The Association further believes that early childhood education programs should include a full continuum of services for parents and children, including child care, child development, developmentally appropriate and diversity-based curricula, special education, and appropriate bias-free screening devices. Early childhood education programs also must be sensitive to and meet the physical, social, mental, and emotional health and nutritional needs of children.

The Association believes that early childhood education programs should maintain small group size with appropriate staff/child ratios for each age. These programs must be staffed by the appropriate ratio of teachers, administrators, and support staff who are prepared in early childhood education and child development. Males should be encouraged and recruited to enter and be actively involved in early childhood education. Preparation programs for staff should lead to credentials consistent with the educational standards in each state.

The Association recognizes the importance of parental involvement in a child's development. The Association further supports the provision of training programs that prepare parents to take an active role in the child's education. These programs should provide an awareness of the expectations that will be placed on the child as well as familiarization with new policies and procedures that the child will experience in the new environment.

The Association believes that federal legislation should be enacted to assist in organizing the implementation of fully funded early childhood education programs offered through the public schools. These programs should be available to all children on an equal basis and should include mandatory kindergarten with compulsory attendance.

The Association supports regulations requiring children starting kindergarten to have reached age five at the beginning of a kindergarten program.

The Association advocates the establishment of fully funded early childhood special education programs. These programs and necessary services should be readily accessible for children with disabilities and staffed by certified/licensed teachers, qualified support staff, and therapists. (75, 95)

B-2. Middle School and Junior High Programs

The National Education Association recognizes the academic, personal, and special needs of the early adolescent or middle school learner.

The Association encourages development of a curriculum that establishes realistic academic challenges that foster positive self-esteem.

The Association further encourages the development of guidance and counseling programs that stimulate parental and community involvement, promote health services, and promote preservice and professional development programs for educators. (76, 93)

B-3. High School Diploma/Equivalency

The National Education Association supports the concept of a high school education for all and believes that every student should earn a high school diploma or its equivalent. The Association also believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation.

The Association believes that high school equivalency testing can be misused and have a negative impact on secondary education. The Association recognizes, however, that in some instances the use of high school equivalency tests is acceptable when the best interests of the students are served.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon achievement record, ability, and age and should be developmentally appropriate for the student. (76, 95)

B-4. Higher Education

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life.

The Association supports access to postsecondary programs for all qualified students without regard to age, gender, sexual orientation, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan and grant programs, including fully funded health care insurance. Guaranteed loans should be made available for all students. Criteria for grants should include the total financial situation of the family, other family members currently enrolled in institutions of higher education, and parents' ability to contribute financially.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees.

The Association further believes that all courses must be offered with sufficient frequency and with a sufficient number of sections to enable students to graduate within the time prescribed for each program. (80, 93)

B-5. Class Size

The National Education Association believes that excellence in the classroom can best be attained by small class size, particularly in grades pre-K through 12, which allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association further believes that excessive class size hinders the teaching and learning process and is a major contributing factor to the disruptive behaviors of students.

The Association urges its affiliates to seek an optimum class size of 15 students in regular programs and a proportionately lower number in programs for students with exceptional needs.

The Association believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association further believes that local and state affiliates should seek the implementation of a weighted class size formula to reflect the inclusion of exceptional students.

The Association urges its affiliates to encourage state departments of education to collect and report class size data that reflect the class size experienced by most students.

The Association believes that local and state funding agencies should reduce class size during periods of declining enrollment.

RESOLUTIONS

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82, 93)

B-6. Diversity

The National Education Association believes that diversity is any combination of similarities and differences of people in communities, work places, school systems, or similar environments. Some examples are race, ethnicity, color, national origin, language, geographic location, religion, gender, sexual orientation, age, physical ability, size, and marital, parental, or economic status.

The Association further believes that all education employees must recognize and respect the diversity that exists among students and all other people. Respect for diversity is demonstrated by the conscious development of appreciation of various qualities that pertain to people as individuals or as members of groups. Instruction designed to develop an appreciation for diversity also entails helping students establish positive relationships that are based on honesty, trust, respect, and non-judgmental acceptance leading to success and the common good of all. (95)

B-7. Racism in Education

The National Education Association believes that racism is incompatible with quality education. The Association further believes that racism and racial discrimination must be eliminated. The Association endorses the use of nonracist language, resources, practices, and activities in all schools.

The Association also recognizes the importance of raising the awareness and increasing the sensitivity of staff, students, parents, and the community to our culturally diverse society. Therefore, the Association supports effective ongoing training programs for the purpose of recognizing and eliminating racism in the educational setting. The Association endorses positive action plans that establish procedures and timetables for eliminating racism in the curriculum. Such programs should include but not be limited to—

- Sensitivity to the needs of our culturally diverse population
- Accurate portrayal of the roles and contributions of American Indian/Alaska Natives, Asian and Pacific Islanders, Blacks, and Hispanics in American history courses/textbooks
- Elimination of institutional racism
- Elimination of racist jokes in the classroom
- Elimination of sexual references based on race. (92, 93)

B-8. Sexism in Education

The National Education Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. The Association urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. The Association further believes that sexism and sex discrimination must be eliminated from the curriculum, that education employees need to be aware of subtle behaviors that favor the education of one gender over the other, and that effective training is necessary for these purposes. The Association endorses positive action plans that establish procedures and timetables for eliminating sexism in the curriculum.

The Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present.

The Association supports the celebration of Women's History Month as a means of acknowledging the contribution of women to the history and development of world progress. (75, 95)

B-9. Sexual Orientation Education

The National Education Association recognizes the importance of raising the awareness and increasing the sensitivity of staff, students, parents, and the community to sexual orientation in our society. The Association therefore supports the development of positive plans that lead to effective ongoing training programs for education employees for the purpose of identifying and eliminating sexual orientation stereotyping in the educational setting. Such programs should attend to but not be limited to—

- Accurate portrayal of the roles and contributions of gay, lesbian, and bisexual people throughout history, with acknowledgment of their sexual orientation
- The acceptance of diverse sexual orientation and the awareness of sexual stereotyping whenever sexuality and/or tolerance of diversity is taught
- Elimination of sexual orientation name-calling and jokes in the classroom
- Support for the celebration of a Lesbian and Gay History Month as a means of acknowledging the contributions of lesbians, gays, and bisexuals throughout history. (94, 95)

B-10. American Indian/Alaska Native Education

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures.

The Association believes that adequate federal funding for American Indian/Alaska Native education must be provided to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives—provided that such programs are voluntary. Any termination of federal support as either a direct or an indirect result of efforts to extend self-determination is opposed.

The Association supports programs that provide for—

- Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

- Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

- Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs

- Retention and enforcement of legislation that protects, serves, and maintains the integrity of American Indian/Alaska Native families and their tribal cultures so that, if a child has to be removed from his or her home, placement should be determined by the child's tribe.

- Recognition of American Indian/Alaska Native educators as role models

- Involvement of American Indians/Alaska Natives in

teacher training programs dealing with cultural pluralism and Native values

- American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

- English proficiency programs that are designed to meet the language needs of American Indian/Alaska Native students

- Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives

- Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students

- The celebration of National American Indian/Alaska Native Heritage Month

- Participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

- Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of the American Indian/Alaska Native people

- Accurate portrayal of American Indian/Alaska Natives in all instruction and in all instructional materials

- Control of Native lands by American Indians/Alaska Natives. (76, 95)

B-11. Hispanic Education

The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association supports efforts that provide for—

- Federal and state programs establishing appropriate educational opportunities for Hispanic students

- Federal and state grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics

- Recognition of Hispanic educators as role models

- Hiring and promotion of Hispanic educators in positions at all levels of the education profession

- The recruitment, training, and employment of bilingual teachers, counselors, and other professional and support staff to meet the needs of Hispanic students

- English proficiency programs that are designed to meet the language needs of Hispanic students

- Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics

- Celebration of National Hispanic Heritage Month as a means of acknowledging the contributions of Hispanics to the history and development of the United States, its territories, and the Commonwealth of Puerto Rico.

The responsibility for developing and implementing programs for Hispanic children should be realized by state and local agencies, regardless of the availability of federal funds. (72, 93)

B-12. Asian and Pacific Islander Education

The National Education Association recognizes that the complex and diverse needs of Asian and Pacific Islander children require the development of programs that preserve the rich heritage of their cultures. The Association further recognizes the importance of Asian and Pacific Islander educators as role models.

The Association believes that adequate federal funding must be provided for the—

- Preservice and continuing education of teachers

- Development of curriculum and instructional materials and programs, including English proficiency programs that are designed to meet the language needs of Asian and Pacific Islander students

- Education of Asian and Pacific Islander adult refugees

- Dissemination of programs and information.

The Association supports the celebration of Asian/Pacific Heritage Month and encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Islander heritage and culture. (79, 93)

B-13. Black American Education

The National Education Association recognizes that the complex and diverse needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups to assure the development of adequate and equal educational programs.

The Association believes that the infusion of Black studies and/or Afrocentric curricula into the instructional program acknowledges the contributions of Afro-Americans to history and Africa as an integral part of world history. Further, the Association believes that these curricula must show a correlation among social, historical, political, and economic developments and events regarding Africa, African Americans, Europeans, and their descendants worldwide.

The Association supports efforts that provide for—

- Passage of state and national legislation to promote the preservation of Black heritage and culture

- State and federal funding of scholarships to facilitate the entry of Black students into the teaching profession

- Recognition of Black educators as role models

- Recruitment, hiring, and promotion of Black educators, especially Black males, in positions at all levels of the education profession

- Involvement of Black educators in developing educational materials used in classroom instruction

- English proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English

- Programs that address the alarming dropout rate among Black male students and the disproportionate teen pregnancy rate among Black female students and encourage continued education, thereby increasing their participation in the work force

- Development of athletic programs that promote educational excellence, not just athletic power

- Opposition to the resegregation of the public schools through special classes

- Dissemination of information and programs that include the values, heritage, language, culture, and history of the Black American

- Celebration of Black History Month as a means of acknowledging the contribution of Black Americans to the history and development of these United States. (81, 95)

B-14. Discriminatory Academic Tracking

The National Education Association believes that the use

of discriminatory academic tracking based on socioeconomic status, race, or gender must be eliminated in all public school settings. The Association urges its affiliates to oppose these practices. (88, 93)

B-15. Equal Opportunities Through Mathematics and Science Education

The National Education Association believes that mathematics and science education are means of helping women and minorities enjoy equal opportunities and equitable treatment for full employment and full participation in our society.

The Association supports the development and maintenance of gender-free and culturally unbiased mathematics and science programs that meet the needs of women and ethnic groups. The Association further encourages the recruitment of females and minorities to enroll in mathematics and science courses, to participate actively in those courses, and to become professionals in those fields. (92, 94)

B-16. Left-Handed Students

The National Education Association believes in meeting the needs of all students in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for left-handed students to achieve on an equal basis with right-handed students.

The Association strongly recommends preservice preparation and staff development for education employees that present strategies for handwriting instruction of left-handed students. Such training should also address sensitizing instructional staff to the needs and problems of left-handed students. (79, 95)

B-17. Education of Migrants

The National Education Association is concerned with the plight of migrant workers, particularly with the education of migrant students who are denied educational opportunities that address their diverse and unique educational needs.

The Association advocates the implementation of bilingual/bicultural and remedial instructional programs that address the individual instructional needs of migrant students in the United States, regardless of the availability of federal and state funds to support such programs. (75, 93)

B-18. Equity for Incarcerated Persons

The National Education Association believes that incarcerated persons, regardless of gender, are entitled to equal access to educational, recreational, and rehabilitative programs within all correctional systems. (90)

B-19. Alternative Programs for At-Risk and/or Special Needs Students

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of at-risk and/or special needs students, prekindergarten through adult. The Association recommends early and appropriate identification and placement of these students. Teachers and administrators should receive necessary training in diagnostic processes and alternative methods of teaching and learning. Appropriate training should be provided to educational support staff also.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school and community personnel to execute these objectives and evaluations.

The Association urges its affiliates to seek adequate compensation, planning time, materials, and facilities for teachers and counselors in these programs.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, behavioral, emotional, or learning disabilities, or related problems to be licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 95)

B-20. Gifted, Talented, and Creative Students

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association further believes that educators need training in selecting reliable methods of identifying and teaching these students. Such identification shall not discriminate on any basis other than the exceptionality being identified. The Association also believes that training programs in gifted and talented education must be provided for all appropriate school employees to ensure support for such programs.

The Association urges local and state affiliates to encourage the development and implementation of such programs and methods to ensure that these special need areas are met. (80, 94)

B-21. Educational Programs for Limited English Proficiency Students

The National Education Association believes that limited English proficiency (LEP) students must have available to them programs that address their unique needs and that are committed to providing equal opportunity to all students, regardless of their primary language.

The Association urges that the programs for LEP students emphasize proficiency (the ability to speak, read, write, and reason in English) as a primary goal to enable these students to reach their full potential in an English-speaking society. At the same time, meaningful instruction should be provided in all other curriculum areas.

The Association urges that those students whose primary language is other than English be placed in bilingual education programs to receive instruction in their native language from qualified teachers until such time as English proficiency is achieved. If no bilingual programs are available, these students should be taught in English-as-a-second-language (ESL) programs designed to meet their specific needs. Under no circumstances should students with limited English proficiency be enrolled in special education classes solely because of linguistic differences.

The Association believes that model bilingual education programs in which language minority students demonstrate an increase in English language acquisition and academic achievement throughout the grade levels should be promoted and supported at the federal, state, and local levels. Further, the Association advocates full funding of all instructional materials, resources, and programs for students with limited English proficiency, as well as the training of education personnel to work with these students. The school district or other appropriate agency should provide released time for the training of teachers who instruct limited English proficient students.

Educators, through a bargaining or other bilateral decision-making process, must be fully involved in the development and implementation of programs serving these students, including the assignment of teachers and the terms and conditions of their employment. Teachers should be compensated at the teacher's hourly rate of pay for any additional time spent in training. They should also be reimbursed for the cost of tuition, textbooks, and travel incurred in such training.

The Association values bilingual and multilingual competence and supports programs that assist individuals in attaining and maintaining proficiency in their native language before and after they acquire proficiency in English. (81, 95)

B-22. Education for All Students with Disabilities

The National Education Association supports a free, appropriate public education for all students with disabilities in a least restrictive environment, which is determined by maximum teacher and parent involvement. There must be a full continuum of placement options and services/delivery models available to students with disabilities. In order to implement federal special education legislation effectively, the Association recognizes that—

- The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both students with and students without disabilities.

- Student placement must be based on individual needs rather than on available space, funding, or local philosophy of a school district, must be examined on a regular basis to ensure appropriateness, and should not be made disproportionately by ethnicity or gender. Necessary building/staff modifications must be provided to facilitate such placement.

- Regular and special education classroom teachers must have a major role in determining an individual education program (IEP) and the appropriateness of educational methods, materials, professional development, and supportive services and must receive a copy of the IEP.

- Regular and special education teachers, pupil personnel staff, administrators, educational support personnel, and parents must share in planning and implementing the IEP. Prior to implementation, all necessary educational materials, professional development and supportive services must be provided.

- Students with physical disabilities and/or medical needs requiring nursing procedures must have their medical needs met by certified/professional school nurses.

- All impacted staff members must have an appeal procedure regarding the implementation of the IEP, especially in terms of student placement. The procedure must include the right to have the dissenting opinion recorded and attached to the IEP.

- Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both students with and students without disabilities where misconduct is shown to be unrelated to either the disabling condition or to improper placement.

- A plan recognizing individual differences must be used in a systematic evaluation and reporting of program development.

- Limitations must be made in class size, using methods such as weighted formulas, modified scheduling, and/or curriculum design to accommodate the demands of each IEP.

- All teachers who serve students with disabilities must have scheduled access to resource personnel, instructional assistants, paraprofessionals, co-teachers, and special education teachers.

- The student's IEP should not be used as criteria for the evaluation of education employees.

- Communications must be maintained among all involved parties.

- Staff must not be reduced.

- All staff must be adequately prepared for their roles through appropriate licensing and ongoing professional development programs.

- Incentives for participation in professional development activities should, as mandated by law, be made available for education employees.

- Education employees, as mandated by law, must be appointed to local and state advisory bodies on special education.

- Education employees must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Education employees should be invited to these meetings.

- Local associations and education employees must be recruited, trained, and involved in monitoring school system compliance with federal special education legislation.

- Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation.

- Collective bargaining and other means should be used to minimize the potentially severe impact on staff that results from the implementation of special education legislation.

- Benefits for staff working with students with disabilities must be negotiated through collective bargaining agreements and must be honored.

- Full funding must be provided by local, state, and federal governments. (78, 95)

B-23. Adolescent Pregnancy and Parenting

The National Education Association believes that with the increased number of adolescent pregnancies and adolescent parents, special efforts must be made by school districts to meet the needs of these students to live productive lives in our society.

The Association recommends that special programs for adolescents be implemented to include—

- Development of positive self-esteem and self-concepts

- Flexible scheduling and attendance policies to assist pregnant adolescents and adolescent parents in completing their education

RESOLUTIONS

c. Adequate guidance in continuing education and productive employment
 d. Promotion of sound health principles regarding nutrition, substance abuse, exercise, family planning, and parenting skills
 e. Establishment of on-site child care services.
 The Association further believes that adolescent parents should not be discriminated against or denied equal educational opportunities. (87, 95)

B-24. Homebound Instruction

The National Education Association believes that the diverse educational needs of all students must be met. Homebound students must have programs developed and maintained by state or local education entities. These programs must be implemented, documented, and monitored by licensed education professionals. The curriculum must be approved by the state education agency and be comparable to the classroom instruction. Such approved courses must be transferable as graduation requirements for the participants. (88)

B-25. Correspondence Programs

The National Education Association believes that state and local school correspondence programs that are funded by state or local school districts must be implemented by licensed educators. These alternative programs must use a curriculum approved by the state education agency. A student's progress must be documented and monitored by a licensed educator. Such approved courses must be transferable as graduation requirements for the participant. (88, 93)

B-26. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, agriculture, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools.

The Association further believes that the use of funds for duration of these programs should be flexible in order to accommodate the differing learning needs of students. The amount of funding should be predictable in order to facilitate year-to-year planning. These programs should provide opportunities for women, persons with disabilities, and ethnic minorities in nontraditional occupations. (80, 91)

B-27. Education Through Service Learning and Community Service

The National Education Association believes in the value of service learning to promote active citizenship. Service learning programs should be a part of the curriculum.

The Association also believes that the value of lifelong volunteer community service should be encouraged as an integral part of a student's education. Every student should have an equal opportunity to participate voluntarily in community service programs. Participation in community service programs should not be required for high school graduation but could be used for elective credit.

Education employees who supervise students involved in community service programs should be given appropriate compensation, planning time, program support, recognition, and time to evaluate the service and learning goals.

The Association urges its affiliates to encourage school districts to work with communities to provide students with voluntary program opportunities for service learning and community service. (90, 95)

B-28. Multicultural Education

The National Education Association believes that multiculturalism is the process of valuing differences and incorporating these values into behavior for the goal of achieving the common good. The Association further believes that multicultural education is a way of helping students perceive the cultural diversity of U.S. citizenry so that they may develop pride in their own cultural legacy and awaken to the ideals embodied in the cultures of their neighbors.

The Association further believes that the goal of multicultural education is the recognition of individual and group differences and similarities in order to reduce racism, ethnic prejudices, and discrimination and to develop self-esteem as well as respect for others.

The Association believes that multicultural education encompasses at least three things: an idea or concept, an educational reform movement, and a process. As an idea or concept, it assumes that all students can learn. As an educational reform movement, it seeks to develop an entire school environment that is inclusive of cultural considerations (e.g., curriculum, instructional materials, learning and testing, respect for cultural differences, etc.). The Association also believes that a multicultural school environment will be ever evolving.

The Association urges its affiliates to develop comprehensive educator training programs for multicultural education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 95)

B-29. Global Education

The National Education Association believes that global education increases respect and awareness of planet earth and its people. Global education imparts information about cultures and an appreciation of our interdependency in sharing the world's resources to meet mutual human needs.

The Association further believes that curriculum and instruction about regional and international conflicts must present a balanced view, include historical context, and demonstrate relevancy and sensitivity to all people. Essential to the achievement of this goal is the mastery of global communication and development of an appreciation of the common humanity shared by all peoples.

In addition, the Association believes that the goal of appreciation of and harmony with our global neighbors depends on our nation's commitment to strengthen our educational system's ability to teach America's children about the world. The Association believes that it can be done through positive multicultural language and global education programs that are funded and include teacher involvement and training. (95)

B-30. Celebration of Diversity in Thanksgiving

The National Education Association believes that Thanksgiving is the recognition of unity and the rich American diversity that was embodied in the settlement of

America. The Association further believes that this national holiday must celebrate the coming together of peoples and the inclusion of all immigrants as a part of this great diverse country. (95)

B-31. Foreign Language Education

The National Education Association believes that foreign language instruction is a vital part of the total educational process. Students must be offered the opportunity to learn other languages early in their educational experience.

The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels.

The Association recognizes the need for teacher training programs for foreign language teachers and supports teacher and student exchange programs. (81, 95)

B-32. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in gender-free career awareness and exploration to aid students in career course selection.

The Association believes that educational programs for all students should be developed that will enhance self-esteem, will assure equal opportunity for career development, and will offer exploratory experiences in a variety of careers, including small business management and self-employment. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 92)

B-33. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students at all levels. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education and advocates that every student have the opportunity to enroll in such classes without restrictions. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and industrial and practical arts education courses.

The Association believes that adequate resources must be provided to maintain, enhance, and expand quality vocational education programs, prepare students for a high-technology environment, and purchase up-to-date equipment. The Association further believes that the involvement of education employees, private sector employment and training program personnel, and the business community is essential to the development of vocational education programs. (76, 95)

B-34. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development. The Association further believes that fine arts transcend cultural barriers and foster multicultural understanding. The Association therefore believes that every elementary and secondary school curriculum must include a balanced, comprehensive, and sequential program of fine arts instruction taught in a facility (or room) designed for that purpose by educators licensed in those fields.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of an academic fine arts program in the curriculum. (80, 91)

B-35. Physical Education

The National Education Association believes that physical activity and exercise are essential for good health and must be encouraged during the developmental years of students. The Association further believes that a comprehensive program of physical education should be provided daily in grades pre-K through 12 in or on facilities designed for that purpose.

The Association believes that the following concepts should be included—

- Curriculum emphasis should cover physical fitness; skills of sports, games, dance and basic movement; and related concepts and knowledge
- Student assessments should include physical fitness testing at least twice a year as a culmination of preparatory activities
- Every student should have posture checks and other health screenings with follow-up activities provided
- Programs should include appropriate provisions for the special needs of students with low fitness, physical disabilities, or learning disabilities
- Teachers of physical education should have appropriate professional preparation in physical education as well as periodic professional growth training.

The Association further believes that physical education programs should be developmental, sequential, cooperative in nature, and culturally sensitive. (91, 93)

B-36. Family Life Education

The National Education Association recognizes the importance of education in the maintenance and promotion of functional, healthy families and the emotional, physical, and mental health of people within these families. The Association further recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association recommends that programs be established for both students and parents and supported at all educational levels to promote—

- The development of self-esteem and positive self-concept in individuals of all ages in various family roles
- Learning and practicing positive interpersonal communication skills and conflict resolution
- Education in human growth and development
- Positive parenting techniques that include strategies to

deal effectively with violent behavior

- An understanding of societal issues and problems related to children, spouses, parents, and other family members.

The Association believes that education in these areas must be presented as part of an anti-biased, culturally sensitive program. (94, 95)

B-37. Sex Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, emotional, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers and health professionals must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on sexual abstinence, birth control and family planning, diversity of culture, diversity of sexual orientation, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 93)

B-38. AIDS Education

The National Education Association recommends that educational institutions establish comprehensive acquired immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum. AIDS education must include education about all means of transmission, including sex and intravenous (IV) drug use. Information on prevention options must include abstinence and medically accepted protective devices. Instruction in decisionmaking skills to assist students in correlating health information and personal behavior is essential.

The Association believes that proper implementation of these programs requires education employee training and input. The Association further believes that these programs should be presented by properly licensed/trained personnel and should be planned with the input of parents and other community representatives. (87, 93)

B-39. Lifesaving Techniques

The National Education Association advocates the training of students and education employees in basic emergency lifesaving techniques. The Association urges the inclusion of this training in both school curriculum and staff development. (82, 95)

B-40. Environmental Education

The National Education Association believes that the nation's priorities must include the protection of our environment. The Association urges the establishment and maintenance of Federal Wilderness Areas, Recreational Areas, Refuge Areas, and designated local green areas. The Association further urges the development and improvement of educational programs that will—

- Promote the concept of the interdependence of humanity and nature
- Develop an awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment
- Promote an understanding of the necessity to protect endangered, threatened, and rare species
- Promote an understanding of the necessity to protect the earth's finite resources
- Promote the concept of pollution reduction
- Promote the use of reusable and recyclable products and discourage the use of disposable products
- Promote the use of disposal methods that do not contaminate the environment
- Promote the recognition of and participation in Earth Day activities
- Promote the understanding of the value of the world's forests, wetlands, deserts, and grasslands.

The Association urges its affiliates to support environmental programs in school systems and educational institutions. (73, 95)

B-41. Arbor Day Education

The National Education Association believes that Arbor Day should be appropriately observed each year in every state. The Association urges its state and local affiliates to encourage their governors and mayors to declare the appropriate day each year as Arbor Day. Appropriate activities such as essay contests and tree plantings should be a part of this observation in each school. (88, 94)

B-42. Atmospheric Pollution

The National Education Association believes that atmospheric changes caused by human activities pose a significant environmental threat.

The Association urges the development of educational programs that explore the causes and effects of atmospheric problems such as global warming, ozone depletion, and acid precipitation and deposition, and possible solutions to such problems. (89, 95)

B-43. Energy Education

The National Education Association supports educational programs that increase understanding of energy, alternative energy sources, and energy conservation.

The Association urges its affiliates to support a National Energy Education Day and to encourage energy education programs at all levels. (85, 86)

B-44. Democracy and Citizenship Education

The National Education Association believes that democratic ideals should be part of the total education process. The Association further believes that the following concepts should be an integral part of the curriculum within public schools and other educational institutions:

- The dignity and worth of the individual
- Due process of law
- Rule of the majority tempered by respect for minority rights
- Individual responsibility
- Equal justice under the law
- Civil liberties as guarantors of individual rights
- One-person—one-vote
- Active citizen participation in all aspects of public affairs.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (84, 95)

B-45. Labor Movement Education

The National Education Association believes that the influence of the labor movement and unionism on the growth of the United States should be an integral part of the curriculum in our schools.

The Association urges teachers, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that have been provided by the unions involved in the labor movement and the individuals who led that movement. (88)

B-46. Metric System

The National Education Association supports the adoption of the International System of Units (SI metric system). The Association urges that the SI system be taught at all educational levels. (69, 86)

B-47. Accurate United States Maps

The National Education Association believes that all visual representations using maps of the United States should depict all fifty states and Puerto Rico in their correct geographic location and relative size. (95)

B-48. Driver Education

The National Education Association believes that fully funded classroom and behind-the-wheel driver education courses taught by a certified teacher should be part of the basic education of all students.

The Association urges its affiliates to support legislation that requires these courses in the curriculum. (80, 86)

B-49. Education on Peace and the Dangers of Nuclear Proliferation

The National Education Association believes that instructional materials on the establishment of peace and the understanding of nuclear proliferation need to be developed. The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should include activities dealing with peaceful conflict resolution as well as show the effects of nuclear weaponry and demonstrate strategies for disarmament with appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace and international understanding. The development of educational programs is a first step in that direction. (82, 95)

B-50. Genocide

The National Education Association deplors any act of genocide, defined as "the deliberate and systematic eradication of a racial, political, cultural, or religious group." The Association believes that curriculum should include the historical context of all known acts of genocide in order to provide insight into how such inhumanity develops. The Association further believes that acts of genocide must be acknowledged and taught so as to preclude such acts. (93)

B-51. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all students about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81, 93)

B-52. Homework

The National Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning.

The Association believes that the type and the amount of homework assigned should be determined by the classroom teacher and be appropriate to a student's developmental level. (85, 90)

B-53. Discipline

The National Education Association believes that a safe and orderly environment, in which students are treated with dignity, will provide them with a positive learning experience. Effective disciplinary procedures enhance high expectations and quality instruction, thereby promoting self control and responsible behavior in students while ensuring the right of all students to due process and an orderly learning environment.

The Association promotes the study, development, and funding of a variety of effective discipline procedures. The Association believes that its local affiliates should develop guidelines for effective disciplinary techniques. Further, the Association believes that boards of education in conjunction with local affiliates and parents/guardians should develop policies and standards that provide the necessary administrative support to school employees for the maintenance of a positive school environment.

The Association condemns the misuse of discipline as a means of excluding students from the school setting until other methods of behavioral intervention have been exhausted. This does not preclude the removal of the offender from the school setting to protect other students and education employees. The Association also believes that corporal punishment should not be used as a means of disciplining students. (75, 95)

B-54. Conflict Resolution Education

The National Education Association believes that many television programs, movies, computer games, lyrics, musical performances, and other cultural influences condition children and youth to accept interpersonal and societal vio-

RESOLUTIONS

lence as a means of resolving conflicts.

The Association further believes that such conditioning has a negative impact on the attitudes and behavior of many young people and offers them a socially unacceptable response to conflicts.

The Association supports the use of proven conflict-resolution strategies, instructional materials, and activities in the curriculum, for classroom procedures, on the playground, and at school-sponsored extracurricular activities to encourage nonviolent resolution of interpersonal and societal conflicts.

The Association encourages the development of programs to train education employees in methods of nonviolent conflict resolution. In addition, the Association recommends the use of conflict resolution processes to resolve disputes and disagreements between and among all education employees so that they can model these processes. (86, 95)

B-55. Standardized Testing of Students

The National Education Association opposes standardized testing that is mandated by local, state, or national authority. The Association also opposes the use of these tests to compare one student, staff member, school, or district with another, especially when the threat of loss of compensation, prestige, control, or resources is attached.

The Association urges its affiliates to work to eliminate the misuse of standardized tests and high-stakes testing wherever they currently exist. Instead, affiliates should advocate the design and use of a variety of developmentally appropriate assessment techniques that are bias-free, reliable, and valid. These assessment measures must be viewed within the context of a continuum of education strategies for the individual student. Such assessments are best developed on site as an integral part of an instruction plan. (78, 95)

B-56. Student Assessment Programs in Higher Education

The National Education Association believes that student assessment programs in higher education, properly designed and administered, can be crucial tools for diagnosing student and institutional needs, improving instruction and counseling services, and designing long-range plans. The Association believes that student assessment programs in higher education should—

- a. Be designed institutionally rather than by the state.
- b. Be planned, designed, implemented, and evaluated by faculty.

c. Be implemented in accordance with collective bargaining contracts where such contracts exist.

d. Be sufficiently flexible to accommodate the cultural, economic, and linguistic diversity among students.

e. Provide tests appropriate for students with identified learning disabilities.

f. Provide faculty with information to improve individual student learning styles and aptitude.

The Association supports student assessment programs in higher education only if—

- a. They are accompanied by adequate funding for remedial programs and advisement.
- b. Remedial programs are designed and provided to meet the deficiencies identified through assessment.

c. Advisement is designed and provided to link the remediation of individual students to the completion of their degree, certificates, or other appropriate courses of study. The Association strongly opposes—

- a. The use of student assessment programs to deny access to, or exclude students from, educational opportunities.
- b. The use of any single test to deny access to regular credit classes.

c. The use of student assessment programs for the purpose of evaluating faculty, academic programs, or institutions. (95)

B-57. School Libraries/Media Programs

The National Education Association believes every student must have a comprehensive library/media program within his or her educational setting. This program should include printed and nonprinted resource materials, instruction in library research and information skills, necessary technology, certificated librarians/media specialists, and educational support personnel. (80, 92)

B-58. Information Literacy

The National Education Association believes that equity must be assured as public education works to meet the critical need to prepare all students to become information-literate adults and responsible citizens.

The Association encourages federal funding specific to library/media programs, increased funding from state and local government sources, and public/private partnership funding to stimulate and support the efficient use of existing and emerging technologies and to provide for equity and freedom of access to information unimpeded by geographic, economic, social, or cultural constraints. (92, 94)

B-59. Media

The National Education Association recognizes the fact that the media have an effect on the education of the public. Therefore, the Association believes that the media have an obligation to provide full, constructive, balanced, and accurate presentations. Visual media, including the Association's, should include closed captioning for the hearing impaired. The Association supports the media's right to protect information and sources of information from mandated disclosures and search and seizure. (89, 94)

B-60. Technology in the Classroom

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society. Technology increases the opportunity to reduce educational inequities within and among schools and school districts. The Association believes that local associations should support efforts to use technology to improve the quality of instruction in local schools, to enhance the working conditions of their members, and to protect members' rights. The Association further believes that technology should be used to enhance the roles and instructional opportunities of education employees.

The Association encourages federal funding of school technology programs, with increased funding from state and local government sources and public/private partnership funding to stimulate and support the proper use of emerging technologies. Maintenance, technical support, training, evaluation, and staffing, as well as equipment purchases, must also be fully funded.

The Association believes that—

a. Education employees should have access to necessary technology for managing and advancing instruction. Such technology must be compatible with and on at least the same level as technology in general use outside education. Further, they should be provided encouragement, time, and resources to experiment with and to research applications of technology in order to integrate technology into the curriculum.

b. Education employees, including representatives of the local association, must be involved in all aspects of technology utilization, including planning, materials selection, implementation, and evaluation. Individuals who teach classes over interactive telecommunication networks should be given sufficient time to prepare for their classes. Additional preparation time should be granted to teachers using technology to enrich their regular programs. Further, classroom teachers and library/media specialists must have collaborative planning time to develop programs.

c. Training should be provided for education employees in the use of technologies and applications, the development of effective materials, and appropriate instructional strategies.

d. Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.

e. Students must become aware of the social and economic impact of technology and must be provided with access to and instruction in the use of such technology. Further, technological education programs must provide equity in training, funding, and participation for all students.

f. All students and education employees should have an understanding of copyright law and the responsible use of technological materials.

g. Effective use of technology, including distance learning, requires a licensed teacher in every classroom. Instructional technology should be used to support instruction, but no reduction of positions, hours, or compensation should occur as a direct or indirect result of any technological programs.

h. The evaluation of education employees in any technological program should be conducted openly and meet the requirements of the local collective bargaining agreement or evaluation policy. (81, 95)

B-61. Telecommunications Technology

The National Education Association believes that every classroom and school library/media center should have equal access to the resources necessary to make full use of telecommunications, including the National Information Infrastructure (NII). Students, education employees, and educational institutions should be provided a toll-free seamless connection to all telecommunications networks with access to the education community and the information resources that lie outside in the broader community. Access to broadband networks capable of carrying video, audio, and data is needed to permit groups of students, educators, and other individuals to collaborate on joint projects in any medium they choose.

The Association supports the development of a user-friendly infrastructure which can accommodate a decentralized approach to program and product development so that the interaction among educators, students, researchers, and those outside the educational community can occur. The infrastructure should be operated under voluntary standards that promote interoperability and that support user collaboration. Adequate measures to protect the security of resources on the network should be put in place. Further, comprehensive directories of information resources and navigation systems for locating these resources should be developed and maintained.

The Association believes that education employees are essential to the success of telecommunications projects and their perspective, insights, support, and commitment are vital for successful implementation. The impact of telecommunications and distance learning on education employees should be subject to local collective bargaining agreements.

The Association believes telecommunications can enhance learning opportunities for students, reduce educational inequities within and among educational institutions, and serve as an effective tool for staff development. Telecommunications should be used to support the development of critical thinking and collaboration skills. (93, 95)

B-62. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students that will help them understand the unique needs of all hearing-impaired students and will help hearing students communicate with hearing-impaired students.

The Association further believes that the American Sign Language (ASL) and cued speech should be offered as a foreign language elective credit at both high school and college levels. (74, 95)

B-63. Family Stability

The National Education Association recognizes the myriad family structures of our society and the impact of these family structures and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for marriage, parenting, family literacy, and the care of older-generation family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81, 93)

B-64. Credit-Hour Evaluation

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

B-65. Transfer of Student Records

The National Education Association believes that the current mobility of the American society dictates the need to

expedite confidential informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process that protects the rights of students and facilitates the continuity of their education.

The Association further believes that the school and educators who receive students with known serious behavior problems or violence-related potential shall be immediately informed of the violence potential of those students. (80, 93)

B-66. Classroom Use of Animals

The National Education Association believes that educators at all levels should implement guidelines concerning the humane use of animals in the classroom.

The Association urges that teachers encourage compassion and respect for all living things. (89)

B-67. Home Schooling

The National Education Association believes that home schooling programs cannot provide the student with a comprehensive education experience.

The Association believes that if parental preference home schooling study occurs, students enrolled must meet all state requirements. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used.

The Association believes that local public school systems should have the authority to determine grade placement and/or credits earned toward graduation for students entering or re-entering the public school setting from a home school setting.

The Association further believes that such home schooling programs should be limited to the children of the immediate family, with all expenses being borne by the parents. (88, 94)

C. PROMOTE THE HEALTH AND WELFARE OF CHILDREN AND/OR STUDENTS

C-1. Health Care for All Children

The National Education Association believes that every child should have direct and confidential access to comprehensive health care.

The Association believes that such health care should be provided by properly licensed physicians and by other properly licensed health professionals.

The Association urges its affiliates to support legislation to provide comprehensive health care to all children. (90, 91)

C-2. Nutrition

The National Education Association believes that proper nutrition is essential to child development and student success. The Association further believes that proper nutrition must be a part of prenatal care and must continue throughout life.

The Association supports programs within the education framework that promote understanding of proper nutrition. In addition, the Association believes school food service programs must be nutritionally sound, appealing, and affordable.

The Association also supports nutrition programs that are regulated by uniform standards, readily accessible, and supported by public funds. Further, the Association advocates efforts to develop uniform symbols that make clear to consumers which food choices promote good nutrition. (90, 92)

C-3. Substance Abuse

The National Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug—including alcohol and tobacco—dependency by both young people and adults. The Association calls for new, more positive ways of understanding and coping with these problems. The Association further recognizes the need for improved programs about drugs.

The Association urges its affiliates to support legislation leading to—

- a. Standardization of drug laws, including the sale and distribution of drugs
- b. Prohibition of the production, sale, and distribution of drug paraphernalia
- c. Improvement of drug prevention and rehabilitation programs

d. Mandated drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance.

The Association discourages the use of marijuana and steroids, except for prescribed medical purposes, and believes that severe penalties for illegal production, distribution, and sale should be strictly enforced.

The Association supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21.

The Association supports strict enforcement of laws governing the sale of tobacco products and believes that federal legislation should be established to create a uniform age of 18 for purchase, possession, or use of tobacco products. (72, 95)

C-4. Tobacco Products

The National Education Association believes that educators should play a key role in nationwide efforts to educate young people about the dangers of tobacco use and second-hand smoke.

The Association also believes that all governmental promotion of, subsidies for, and involvement in production and distribution of tobacco products should cease.

The Association further believes that the following changes in the law should occur:

- a. All places of public accommodation should be smoke-free.
- b. All advertising of tobacco products beyond packaging should be banned.
- c. Taxes on tobacco products should be increased. (94)

C-5. Family Stability for Children

The National Education Association believes that it is in the best interest of all children to live in a secure and stable family environment. Every effort should be made to provide a family with the supportive services it needs to allow it to stay together and care for the child in a safe, nonabusive, and nurturing environment.

If a child's immediate family and/or extended family is unable to care for him or her, the Association believes that

the child may need temporary foster care while, at the same time, efforts are made to work with the family toward reunification with the child.

The Association also believes that parents who place children in foster care must be accountable for their efforts to rehabilitate themselves and indicate, through their actions, that they are working toward the return of the child to the home.

The Association further believes that, if it becomes clear that a family is not able to make a home for a child and is unable to resume parenting, efforts should be made for the legal release of the child for adoption. (84, 93)

C-6. Dependent Children of Military Personnel

The National Education Association believes that parents, when serving in the military, should have adequate services provided to ensure that their dependent children are cared for in the event of the parent's/parents' mobilization. (91)

C-7. Child Care

The National Education Association believes that all child care centers should have adequate facilities, proper supervision, appropriate education programs, and qualified, screened, and trained personnel. Child care centers should be examined and monitored on a continuous basis, and additional legislation should be sought as necessary to maintain the highest quality child care.

The Association encourages school districts and educational institutions to establish on-site child care for preschoolers, students, the children of students, and the children of staff members. (84, 95)

C-8. Family/Domestic Violence

The National Education Association recognizes the vicious cyclical effects of family/domestic violence, which contribute to family disintegration, social maladjustment, impaired workplace performance, and the overall erosion of society and its institutions. The Association further recognizes the detrimental effects that this violence has on students' well-being and urges districts to provide preventive training and educational programs for staff, students, and parents. The Association supports an increase in the funding and staffing of existing family services and further urges creation of additional support systems and shelters. Furthermore, the Association encourages social services and the criminal justice system to continue to intervene actively in the cycle of family/domestic violence. (78, 95)

C-9. Standards for Family/Domestic Crisis Care

The National Education Association supports a full range of assistance from interventions to shelters for families experiencing domestic violence.

The Association advocates:

- a. Services that include protection, counseling, and therapy for these children and families
- b. Adequate financial support
- c. Screening and training of potential foster families and shelter personnel
- d. Immediate temporary foster care for children who are being abused, neglected, or exploited
- e. Continued training, supervision, and evaluation of foster families and shelter personnel
- f. Appropriate ongoing communications of pertinent information between social service agencies and school personnel
- g. Mandated counseling for persons committing physical and/or psychological violence. (92, 95)

C-10. Child Abuse, Neglect, and Exploitation

The National Education Association believes that all children should be protected from the psychological and physical aspects of child abuse, neglect, and exploitation.

The Association urges its affiliates to—

- a. Seek clear legal definitions of what constitutes child abuse, neglect, and exploitation
- b. Encourage the development of educator preparation courses and employee awareness programs which stress the identification of, reporting procedures for, legal responsibilities for, and techniques for dealing with abused, neglected, and exploited children
- c. Cooperate with community organizations to increase public awareness and understanding of the prevalence, as well as the causes, prevention, and treatment, of child abuse, neglect, and exploitation
- d. Encourage the development and use of materials to increase student awareness of child abuse, neglect, and exploitation
- e. Require school personnel to report to appropriate authorities instances of suspected child abuse, neglect, and exploitation while providing school personnel with immunity from legal action
- f. Encourage development of legislatively funded provisions for dealing with the abusive child, adult, or institution as well as processes, protective options, and coping provisions for the abused, neglected, and exploited child
- g. Encourage enactment of legislation for protection of children from parents/guardians who demonstrate neglect by leaving them unattended/unsupervised
- h. Encourage positive action from the marketing and media professions in eliminating exploitation, commercialization, and glamorization of physical, emotional, and sexual child abuse. (74, 93)

C-11. Out-of-Home Placement of Juveniles

The National Education Association believes that when juveniles are removed from the home by the juvenile justice system either for their own protection or for the commission of a status offense and are placed in the custody of group foster homes or other custodial facilities, the rights of both the juvenile and the community must be protected. These facilities must be licensed, be operated by trained and licensed personnel, meet appropriate health and safety codes, and provide counseling and ancillary services for the juvenile and be nonprofit.

The impact of facilities on the public schools should be taken into account by licensing agencies and zoning authorities.

The Association further believes that the school and educators who receive students with known serious behavior problems or violence-related potential shall be immediately informed of the violence potential of those students. (92, 94)

C-12. Protection of Infants with Disabilities

The National Education Association believes that infants born with mentally and/or physically disabling conditions are entitled to receive reasonable medical care. (85, 93)

RESOLUTIONS

C-13. Child Support Payments

The National Education Association supports efforts of parents and local, state, and federal agencies to establish and enforce adequate child support guidelines and to improve the effectiveness of collecting court-designated child support. (83, 93)

C-14. Extremist Groups

The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people and urges active opposition to all such movements that are inimical to the ideals of the Association. (80, 93)

C-15. Telephone/Telemarketing Programs

The National Education Association recognizes the potential for telephone and telemarketing programs to exploit children. The Association believes that electronic blocking devices should be available to parents, at no cost, to limit children's access to these programs. (89, 93)

C-16. School Facilities: Design, Construction, and Function

The National Education Association recognizes that all school facilities must be well constructed, energy-efficient, aesthetically pleasing, functional, and designed specifically for their intended purposes. The physical environment must allow for a variety of needs, including the number of students, physical characteristics of students, changes in teaching methods, presentation of instruction, and an increased use of school facilities.

The community, parents, teachers, and educational support personnel must be involved through site-based decision-making in designing these facilities. Construction designs should incorporate original art.

Stable and sufficient funding must be provided for the design, construction, maintenance, and operation of the school facility. Funding for custodial, maintenance, and security staff, and resources should be provided in every facility in order to maintain a safe, healthful, attractive, aesthetic, and clean environment for both students and staff. (92, 95)

C-17. Safe School Environment

The National Education Association believes that all educational facilities must be smoke-free and safe from all environmental and chemical hazards, including lead from water pipe systems within schools, inadequate ventilation, and sick-building syndrome. Appropriate provisions should be made for individuals allergic to perfumes and other aerosols. The Association urges the establishment and vigorous enforcement of stringent standards at least equal to private sector standards of the Occupational Safety and Health Administration (OSHA) to ensure health and safety. These standards and any noted deviations should be posted at the facility. The Association further urges its affiliates to support local ordinances and state and federal legislation and funding to ensure these health and safety standards.

The Association supports ongoing standardized training and certification of education employees working with potentially hazardous school equipment and in hazardous facilities. The Association believes that such training must include the proper handling, storage, and disposal of hazardous materials and instruction on Material Safety Data Sheets (MSDS). Material Safety Data Sheets should be on file in each school building and available to employees upon request.

The Association believes that school personnel, students, and their families should be notified of potential hazards and the action plan for corrections. The Association urges that when facilities are altered or repaired these activities not create additional health hazards. The Association further believes that affected local districts have a responsibility to post immediate notice of these hazards through the public media. (89, 95)

C-18. Radon

The National Education Association believes that all educational facilities must be safe from the hazards of radon and urges its affiliates to seek and support legislation that requires—

- Testing of all educational facilities for radon
- Evaluation of current radon testing procedures to determine which procedures are truly effective
- Immediate corrective action in those schools where radon exceeds safe levels.
- Notification of school personnel, students, and their families when radon is found. (89, 95)

C-19. Programs Before and After School

The National Education Association believes that all children need adequate and appropriate adult supervision and guidance before and after school hours.

The Association believes that children who have limited or no adult supervision before or after school need local, state, and/or national programs, developed and staffed by qualified and trained personnel, which include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. (83, 95)

C-20. Abduction of Children

The National Education Association believes that all children should be protected from abduction and its consequences.

The Association and its affiliates should—

- Heighten school personnel awareness of this problem through the development of workshops, lectures, and seminars
- Encourage the development, endorsement, and use of materials to increase student and parent awareness in dealing with abduction lures
- Cooperate with community organizations and businesses to increase public awareness and understanding of child abduction.

The Association urges state and local affiliates to seek legislative support and publicity in addressing these problems. (84, 95)

C-21. Missing Children

The National Education Association believes that all available means must be utilized at once and continuously used to locate missing children. The Association encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis, including the dissemination of pictures and information about missing children to school employees.

To aid these investigations, the Association urges that the voluntary fingerprinting of children be conducted in a non-threatening environment and that the completed fingerprint cards be given to the parent or guardian. (81, 93)

C-22. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing beyond a reasonable and safe walking distance from their assigned schools.

The Association believes that all aspects of transporting students require close scrutiny. The Association also believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. Yearly bus evacuation drills for all student passengers should be mandated. Appropriate health and safety training including issues of student management, discipline, and violence must be provided for all school bus personnel.

School bus personnel should be utilized to transport students at all times. No other school employees should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 94)

C-23. Comprehensive School Health Programs and Services

The National Education Association believes that every child should have direct and confidential access to comprehensive health, social, and psychological programs and services. The Association further believes that the components must be interactive and coordinated within and between school, home, and community settings. The Association also believes that there must be integrated school and community efforts to promote the well-being of children and youth and to build support for school and community health programs. The Association believes that schools should provide—

- A healthful psychological climate and a safe physical environment
- Food services that provide nutritious meals and support sound nutrition education that helps students to select nutritionally appropriate foods.

The Association also believes that programs in the schools should provide—

- A planned, sequential, K-12 health education curriculum that integrates various health topics (such as drug abuse, violence, universal precautions, and HIV education); that is taught by teachers specifically prepared to teach the subject; and that enables students to develop the essential knowledge and skills to maintain personal, family, and community health.

- A planned, sequential, K-12 physical education curriculum that encourages students to achieve optimum physical fitness and promotes a consistent active life-style; that offers opportunities for self-expression and social development; that fosters stress reduction; and that is taught by teachers trained in the field.

- Worksite health promotion to improve the health status of school staff to set an example for desired student behaviors.

The Association believes that services in the schools should include—

- Counseling programs that provide developmental guidance and broad-based interventions and referrals that promote the physical and psychological health of students.
- Services that identify, diagnose, and resolve learning disabilities.

- Health services that promote the health of students through prevention, case finding, early intervention, and remediation of specific health problems, that provide first aid and triage of illness and injuries, and that provide health counseling.

- A nurse-to-student ratio at each site that is appropriate to provide quality school health care.

- Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement school nurses.

- If deemed appropriate by local choice, family-planning counseling and access to birth control methods with instruction in their use.

- Coordination with community agencies for support and follow-up activities.

The Association believes that all services available to students must be provided by appropriately licensed and certified professional personnel. The Association further believes that education employees, parents, students, and personnel from community agencies providing services to students must be involved in the development, implementation, and coordination of services.

The Association urges its affiliates to support legislation to provide comprehensive care to all children and community, state, and national efforts to coordinate services. (69, 94)

C-24. School Counseling Programs

The National Education Association believes that guidance and counseling programs should be integrated into the entire education system, beginning at the prekindergarten level.

Guidance and counseling programs should be provided through counselor/student ratios that best support students in realizing their full potential in all areas of growth and achievement. (87, 93)

C-25. Student Stress

The National Education Association believes that there are increasing mental, emotional, and environmental pressures upon children and youth which result in drug and alcohol abuse, violence, vandalism, school dropouts, and suicide.

The Association supports stress management programs that address the needs of children within both school and community settings and that provide follow-up support. The Association further supports workshops to prepare school personnel and parents/guardians to help students deal with stress.

The Association urges local and state affiliates to seek legislative support and publicity for these programs. (80, 92)

C-26. Effective School Climate

The National Education Association believes that an effective school climate is necessary for promoting educational excellence in our public schools. The Association believes that an effective school has a positive environment where school employees, students, and parents communicate with, care for, respect, and trust each other and where the school

as an institution cares for, respects, trusts, and fosters an understanding among the people in it.

Education employees and students should be protected from all forms of harassment, including verbal abuse, name calling, intimidation, and other actions leading to a hostile and offensive environment. Appropriate education must be given and timely action must be taken to ensure that harassment does not recur. The Association believes that due process must be guaranteed to all individuals accused of harassment. (87, 95)

C-27. Discipline, Order, and Safety Required for Learning

The National Education Association believes that discipline, order, and safety are essential for an environment conducive to learning. The Association therefore believes that the following guidelines must be followed in the schools:

- Students must be taught a system of rules that will develop their mental, ethical, and physical capabilities to the utmost, and instill in them a clear distinction between their own rights and responsibilities and the rights and responsibilities of others.

- An orderly environment, including infrastructure, for students and education employees must be established on the basis of rational methods and procedures to promote school activities and behaviors that enhance teaching and learning.

- A truly safe school setting must extend beyond freedom from danger to freedom from fear of danger, which inhibits both teaching and learning as well as participation in school and community activities.

The Association further believes that all present and future education employees should be given formal, extensive, and ongoing training in discipline, order, and safety in both school and school-related activities. (94)

C-28. Nonviolence in Schools

The National Education Association believes that school employees and students should be safe from physical, verbal, and psychological violence. The Association believes that schools should provide appropriate services within the regular education program or develop appropriate alternative education placement programs for students who are dangerous to other students and education employees.

Students must receive due process before placement in an alternative program.

The Association urges the appropriate agencies to use their authority to prevent violence in schools and in society. (86, 93)

C-29. Student Sexual Orientation

The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district and educational institution should provide counseling and suicide prevention programs by trained personnel for students who are struggling with their sexual/gender orientation. (88, 95)

C-30. Placement of Students with HIV/AIDS

The National Education Association supports establishing local policy that ensures a free, appropriate public education in a least-restrictive environment for all students infected with the human immunodeficiency virus (HIV) or with acquired immunodeficiency syndrome (AIDS).

The Association believes that the placement of such students in school is a medical decision that should be made on a case-by-case basis by qualified health care professionals.

The Association further believes that students should not be refused admittance to school or subjected to any other adverse action solely because they have tested positive for HIV or have been diagnosed as having AIDS. (87, 93)

C-31. Suicide Prevention Programs

The National Education Association believes that suicide prevention programs including prevention, intervention, and postvention must be developed and implemented. The Association urges its affiliates to ensure that these programs are an integral part of the school program. (89, 92)

C-32. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified and trained for their areas of responsibility. (76, 87)

C-33. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; gender equity; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of each person involved in the educational process.

The Association believes in the confidentiality of student information and opposes its dissemination to any organization or institution without the consent of the student and/or parent.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 95)

C-34. Drug and Alcohol Testing of Students

The National Education Association believes that mandatory drug and alcohol testing of students without probable cause is an unwarranted and unconstitutional invasion of privacy and opposes such testing.

The Association further believes schools must immediately notify parents of students suspected of abusing drugs and alcohol and provide information about support services. (87, 93)

C-35. HIV/AIDS Testing of Students

The National Education Association opposes mandatory/involuntary human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) testing of students. (87, 93)

C-36. Time to Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association believes that—

- Student absences from school have adverse effects on program continuity, academic achievement, and mastery by the student. The Association urges its affiliates to work with school districts, parent groups, other appropriate community groups, and public agencies to develop programs to reduce student absences.

- Excessive or unusual working hours are detrimental to a student's attention span and academic achievement. The child labor laws, as structured by the Fair Labor Standards Act, must be monitored, enforced, and strengthened by local, state, and national governing bodies. (79, 94)

C-37. Media, Games, and Children

The National Education Association recognizes that children are an especially vulnerable audience who must be protected from violence, prejudice, sexual content, stereotyping, and exploitation by advertisers; makers of video games, audiocassettes, board games, and toys; and other media professionals. To help children become critical users of the media, the Association encourages advertisers, media professionals, and parents to use materials of the highest caliber. To help parents to be critical consumers, the Association encourages the manufacturers of games and toys to make explicit to consumers, prior to purchase, the nature of the product's contents through specific labeling. Radio and television programmers should make these materials available to children, with consideration given to the child's age, the time of day, and the subject matter. The Association encourages advertisers and media professionals to use standard grammar and correct spelling and to refrain from the use of sexist terminology and profanity.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research materials and training for members, and to promote positive educational programming. The Association also urges the movie industry to edit movies for educational use and make them available in video format. The Association further urges its affiliates and members to help parents determine the types of programs their children should listen to or view. (69, 95)

C-38. Impact of Homelessness and Poverty on Children and Youth

The National Education Association believes that education must be provided for all children and youth and believes that poverty negatively impacts children's ability to learn and deprives them of the opportunity for academic success.

The Association advocates the right to an education, adequate housing, and health care for all children and youth, including those without a permanent legal address.

The Association recognizes the need for cooperation between school and community groups in meeting the needs of homeless and impoverished children and youth.

The Association urges its affiliates to seek legislation to ensure equal educational opportunities for all children and youth. (88, 91)

C-39. Extracurricular Participation

The National Education Association believes that the successful completion of an academic program is the first priority for all students. The Association therefore urges pre-K through 12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes and participants in other extracurricular activities. Exploitation of these students for economic and/or personal gain is deplorable.

The Association urges the adoption of fair and reasonable eligibility requirements for student participation in athletics and other extracurricular activities. To promote the continuance of academic success, student progress should be monitored frequently. (84, 93)

C-40. Gender Equity in Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74, 93)

C-41. Reduction of Gang-Related Crime

The National Education Association believes that families, schools, communities, businesses, and law enforcement agencies have critical roles in reducing gang-related crime. The Association supports collaboration among these groups in an effort to reduce such crime.

The Association supports education programs that promote positive self-image and academic success—such as dropout prevention/intervention, before-and-after-school programs, and job training—particularly for at-risk students in areas where there is a high degree of gang activity.

The Association also believes that the business community has an important role in reducing illegal activities by gangs. The Association supports programs that lead to meaningful job opportunities for youths.

The Association believes that law enforcement agencies should be active participants in education and employment programs to reduce gang-related crimes.

The Association further believes that federal, state, and local governments should develop and implement education and youth employment programs in helping to reduce illegal activities by gangs. (88, 94)

C-42. Juvenile Offenders

The National Education Association believes that juvenile offenders who are convicted of serious crimes and who are contained in detention centers should be provided a healthy environment conducive to positive social change.

The Association further believes that these juveniles, while in this environment, should be provided with education programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

Juvenile offenders who pose a threat to the health and

RESOLUTIONS

safety of others and who are not placed in these centers should be provided educational services in an appropriate alternative setting rather than the regular public school setting.

The Association further believes that all education employees working with a student having a record of violent behavior or severe behavioral problems should be immediately informed of the nature, extent, and duration of the student's record of violent acts/disruptive behaviors. Before student placement, these employees should also be provided with teaching strategies that may impact the student's learning style and a plan for behavior management and modification.

The Association supports the placement of juveniles who are not charged with any offense or those who are status offenders in separate facilities from those persons who are charged with criminal offenses. (88, 93)

C-43. Alcohol/Tobacco Endorsements

The National Education Association urges the elimination of incongruent and secondary advertising of alcohol and tobacco products. The Association encourages individual performers and organizers of concerts and sporting events to refrain from endorsing and advertising alcohol and tobacco products. (90, 91)

C-44. Alcohol Advertising

The National Education Association believes that alcoholic beverages and their use should not be advertised on television or radio. (88)

C-45. Illegal Drug Trade

The National Education Association believes that illegal drug trade and the money it generates are harmful to our nation and to the youth of our nation.

The Association further believes that its affiliates should advocate for and participate in the development of appropriate educational experiences to educate students about the serious effects of participating in any aspect of illegal drug trade. (88, 89)

D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

D-1. Teacher Preparation Programs: Recruitment

The National Education Association supports a strong program of teacher recruitment with special emphasis on recruitment of underrepresented candidates. Preteaching programs and recruitment efforts should be developed at high schools and community/junior colleges in conjunction with institutions of higher education with teacher preparation programs. These efforts should include the active participation of practicing pre-K through 12 teachers.

The Association encourages individuals interested in teaching as a career to attend institutions accredited by the National Council for Accreditation of Teacher Education (NCATE). The Association believes that high school counselors and advisers should be aware of the advantages to students who attend NCATE-accredited institutions.

The Association believes that federally financed loan and grant programs should be established to encourage students to become professional educators. Progressive forgiveness of the loan should be based upon the number of years of professional service.

The Association further believes in the encouragement and development of grants from both public and private sectors for students planning to pursue a career in education.

The Association encourages its state affiliates to work toward the development of similar programs. (90, 94)

D-2. Teacher Preparation Programs: Admissions

The National Education Association believes that its affiliates should continue to improve standards for admission into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Further, the Association believes that the appropriate agency within each state should regularly monitor and evaluate the teacher preparation programs within the state as to content and presentation to ensure quality and continuity. Requirements for admission to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, portfolio reviews, and recommendations of persons in related fields, but standardized achievement test scores must not be the sole basis for admission. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to monitor projected needs by certification areas and to inform teacher preparation institutions of those needs on a continuing basis. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 95)

D-3. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment

e. Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, classroom management, discipline, student assessment, and teaching techniques

g. Include instructional content and experience that address our multicultural, multiethnic diversity, recognize the contributions of ethnic and other minorities, and provide

techniques for teaching culturally diverse students

h. Involve students preparing to teach in recognizing biases and acquiring the necessary skills and knowledge to assist them in creating a bias-free environment

i. Include instructional content and experience in research and information skills, group processes, shared decisionmaking, strategic planning, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations

j. Include a variety of field experiences throughout the preparation program culminating in a practicum

k. Include instructional content in the areas of job contracts, salary schedules, benefit programs, and working conditions

l. Include practical instruction and experience in the processes, strategies, realities, responsibilities, and challenges of collective, shared decisionmaking, problem-solving, and strategic planning

m. Include course content in awareness and educational programs of all special education areas recognized by federal law

n. Provide access to professional and preprofessional organizations related to the education profession and areas of certification. (70, 94)

D-4. Teacher Preparation Programs: Affiliate Participation

The National Education Association believes that its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

a. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations

b. Support regulations that would place credentialed educators with teaching experience in decisionmaking roles in departments of education

c. Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers

d. Encourage affiliate members to promote NEA Student membership among all higher education students working in their classrooms during any part of a teacher preparation program. (70, 94)

D-5. Teacher Preparation Programs: Student Teaching

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association believes that higher education institutions and cooperating school systems should supply any and all instructional materials that student teachers would require during their student teaching terms. The Association further believes that tuition waivers should be granted for the term during which the students are practice teaching if the institution implicitly and/or explicitly discourages students from outside employment during that time.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association further believes that teacher preparation programs should offer alternative placements for student teachers assigned to a school in the event of a strike or other work stoppage in order to meet the requirements for a teaching license.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 94)

D-6. Mentor Programs

The National Education Association believes that professional peer support systems such as mentor programs, if or when adopted, should be utilized solely for the development of professional expertise. The Association believes that the planning, implementation, and evaluation of such programs must be negotiated and cooperatively developed and maintained by the school district and the local affiliate.

Qualifications and training of mentors and the duties and responsibilities of all parties must be clearly defined and uniformly administered. Criteria for implementation must be left to the discretion of the planners of each program, and participation must be voluntary. The state or local authority has the obligation to provide hold-harmless protection.

The Association also believes that mentors must be compensated for all additional responsibilities and that the program must be fully funded by either the state or the local authority.

The Association also believes that the formative assistance provided by such programs must be independent of any summative evaluation. Mentors should not take part in the formal evaluations of the individuals being mentored.

The Association further believes that any documentation that results from the mentoring process must be confidential and must not be included in the participants' personnel files. (88, 95)

D-7. Administrator Preparation

The National Education Association believes that administrators and staff are partners in the total school program. Administrators must maintain valid administrator licensure and have periodic teaching experience. Areas of instructional content and experience should include participatory decision-making, interpersonal skills, personnel selection, staff evaluation, curriculum, school management techniques, and cultural diversity training. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position. (85, 94)

D-8. A Licensed Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that each professional position, including early childhood development and other specialized and substitute positions, be filled by an educator who has completed, in an accredited institution of higher education, course work required by his/her position and a teacher preparation program and who holds the state license and/or appropriate state vocational license.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of

teaching positions, through the subcontracting of teaching and support services, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 90)

D-9. Faculty Governance in Higher Education

The National Education Association believes that faculty and staff in higher education should participate in governance of their educational institutions. Higher education faculty should have primary responsibility for determining curricula, methods of instruction, and subject matter; establishing requirements for earning degrees and certificates; reviewing institutional budgets; and making recommendations on financial issues that impact on academic programs.

The Association further believes that faculty and staff, where appropriate, should participate in the selection and evaluation process and determine the status of colleagues and administrators, especially appointments, reappointments, and tenure.

The Association also believes it is the primary responsibility of faculty and staff where appropriate to establish procedures relative to promotions, sabbaticals, and research support.

The Association believes that collective bargaining provides an additional method of institutional governance. Faculty and staff should determine policies and procedures to govern salary structure, pay increases, fringe benefit programs, calendar, and working conditions. (94, 95)

D-10. Supervision of Extracurricular Activities

The National Education Association believes that extracurricular activities are an important part of school curricula. The Association further believes that supervisors of these activities must have the appropriate knowledge and skills necessary to perform their duties.

The Association urges local school systems to formulate standards and guidelines appropriate to the performance of those duties.

The Association insists that qualified school employees be given the opportunity of first acceptance for supervisory positions in extracurricular activities.

The Association further believes that all staff members must be provided with the appropriate ongoing training, including but not limited to school policy, school law, and cardiopulmonary resuscitation/first aid. (94)

D-11. Participation in Professional Associations

The National Education Association believes that every educator has the right and obligation to participate fully in professional associations. The Association further believes that policies adopted by governing boards should provide released time without loss of pay to educators who are fulfilling leadership responsibilities or attending professional meetings. Released time should be equitably provided, without harassment and without preference given to administrative personnel. (86, 95)

D-12. Professional Development Resource Centers

The National Education Association believes that state/regional professional development resource centers provide an opportunity for school employees to share resources, experiences, and ideas for professional growth. The Association believes that these centers should be established in sufficient numbers to be accessible to all school employees.

The Association believes that members from the local associations should comprise a majority of the membership of the professional development resource center policy board.

The Association shall continue to seek federal funding for such resource centers and shall assist affiliates in obtaining state and local monies for professional development resource centers. (82, 85)

D-13. Professional Development

The National Education Association believes that professional development is necessary throughout the career of the education employee. Professional development might include, but not be limited to, continuing education courses, state/regional developed professional development resource center programs, and local professional development and grant programs.

The Association also believes that such programs should provide equal opportunities for education employees to gain the knowledge and skills they feel are important to their position, to the improvement of their programs, and to their performance as members of their profession. Appropriate technology must be available to all education employees to assure access to information and ideas.

The Association further believes that local professional development and grant programs should assure that appropriate education employees have a decisive voice at every stage of planning, implementation, and evaluation. The Association encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate education employees. (76, 95)

D-14. Discipline, Order, and Safety

The National Education Association believes that schools need to provide a positive and safe environment for all students and education employees.

The Association believes that ongoing educational training programs in conflict prevention/conflict resolution should be provided for all education employees dealing with students' behavior before, during, and after crisis situations.

The Association further believes management techniques on prevention and intervention strategies are necessary for the maintenance of a positive and safe working environment. Emphasis on both the education and safety of the student and employee are the primary goals. (94)

D-15. Neurological Disorder Awareness

The National Education Association urges its affiliates to establish and monitor, by working with qualified health professionals, a continuing education program that will increase education employee awareness of neurological disorders—and their symptoms—that may hinder students' learning capabilities. (87, 94)

D-16. Teacher Exchange Programs

The National Education Association believes that in our rapidly changing global society both teachers and students will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to develop volun-

tary teacher exchange programs and to cooperate with governing boards to offer such programs within and among the states, among schools of federal agencies within and outside the United States, and abroad.

The Association supports legislation that would enable teacher union representatives from any nation to visit the NEA at our request. (74, 89)

D-17. Education Employee Evaluation

The National Education Association believes that formal performance-based evaluations must be augmented by formative evaluation components in order to assure the continuing competency of all education employees in their respective fields.

An effective evaluation procedure supported by well-developed, continuing professional growth programs will enable all education employees to keep abreast of developments in their areas of specialization. Such procedures, with sufficient resources, can help ensure job competency, identify deficiencies in performance, and provide options such as counseling, training programs, a remediation plan, and opportunities to observe peers.

If following such an evaluation and after being given sufficient time, training, and opportunity for improvement, a person is then formally reevaluated and incompetency can be documented, dismissal proceedings with guaranteed due process may be instituted. Such proceedings must be implemented by administrators/evaluators who are properly trained and held accountable for appropriate and fair evaluation systems.

The evaluation procedure should be cooperatively developed and maintained in conjunction with representatives selected by the local association and should include—

a. Clear performance expectations that are specific to the job description

b. Regular observation of job performance with advance notice and discussion of evaluation visits and a timely consultation after each visit

c. A written evaluation report to be provided to the person being evaluated

d. Opportunity for a written response prior to the placement of the evaluation in the personnel file

e. An employee improvement plan that will not interfere with any earned pay increase or longevity credit

f. A provision for an alternative evaluator and/or an opportunity for an alternative evaluation report to ensure a fair and unbiased evaluation of the education employee

g. An unbiased appeals process with an evidentiary hearing under oath.

By participating in an evaluation process an education employee shall not waive his or her right to due process in any subsequent contractual or legal proceeding. (69, 95)

D-18. Competency Testing and Evaluation

The National Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking, or promotion of licensed teachers. The Association also opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation. (69, 87)

D-19. Administrator Evaluation

The National Education Association believes that procedures for evaluation of administrators should include evaluations by the school employees under their direct supervision. If after being given assistance, sufficient time, and opportunity for improvement, an administrator is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted by the chief administrator, provided that administrators/evaluators are properly prepared and held accountable for the implementation of appropriate and fair evaluation systems. (85, 92)

D-20. Evaluation and Promotion in Higher Education

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted.

The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT

E-1. Instructional Excellence

The National Education Association believes that a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decision-making process. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist in this process.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.

The Association recommends that writers, publishers, and producers provide materials that have been field-tested in classroom situations and proven effective. (69, 92)

E-2. Time to Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, a duty-free lunch period, an office in which to work, access to telephone, adequate and appropriate office equipment, access to technology, freedom from interruptions during instructional time, unencumbered planning time, time to evaluate student progress, time for implementation of federal and state legislative requirements, and elimination of the noninstructional tasks required of a teacher.

The Association recognizes that accountability requires reporting on the uses of funding derived from federal, state, and local education programs. The Association believes,

RESOLUTIONS

however, that in order for the classroom educator to spend adequate time on instructional duties, the paperwork burden on the practitioner must be reduced and held to an absolute minimum.

The Association believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students. (69, 94)

E-3. Selection of Materials and Teaching Techniques

The National Education Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials.

Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 92)

E-4. Development of Materials

The National Education Association believes that publishing companies should involve public school teachers and postsecondary faculty directly and meaningfully in the development of textbooks and/or other educational materials offered for adoption or purchase by public school districts and educational institutions. Materials in all subject areas should be developmentally appropriate, be free of stereotypes, address divergent points of view, contain sufficient activities to teach the concepts, and provide for the evaluation of higher level thinking skills.

Where school districts and educational institutions involve teachers and faculty in the development of textbooks and other educational materials, participation should be strictly voluntary and should be adequately compensated. (84, 95)

E-5. Instructional Materials and Teaching Techniques Challenges

The National Education Association recognizes that democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The Association deprecates prebanning censorship, book burning crusades, and attempts to ban books from the school library/media center and school curriculum.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly consideration of instructional materials and techniques that are challenged. (82, 90)

E-6. Cultural Diversity in Instructional Materials and Activities

The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and governing boards should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 95)

E-7. Impact of Federal and State Legislative Mandates

The National Education Association believes that state and federal governments are moving toward centralized policymaking in educational issues that focuses on narrow measures of accountability and assessment.

The Association urges its affiliates to advocate viable alternatives that increase decisionmaking by all local stakeholders.

The Association believes that federal and state mandates regarding school programs should be broad, general guidelines only and should not be based on student achievement. Mandated programs should be established only in conjunction with the Association and its state and local affiliates. These mandates should be assessed by affiliates with particular attention to their impact upon students, school employees, school programs, and finances. (79, 94)

E-8. Religious Heritage in Instructional Materials

The National Education Association believes that educational materials should accurately portray the influence of religion in our nation and throughout the world. (88)

E-9. Academic and Professional Freedom

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student. A teacher shall not be fired, transferred, or removed from his or her position for refusing to suppress the free expression rights of students.

The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrines and/or groups that promote antipublic education agencies violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist. (69, 92)

E-10. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maxi-

mum access to copyrighted materials that relate to the curriculum is in the public interest. The Association recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 86)

E-11. Assessment of Student Learning

The National Education Association recognizes the need for ongoing comprehensive assessment of student growth. A student's level of performance must be assessed with authentic measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes that the primary purposes of assessment are as follows:

- To assist students and their parents in identifying the student's strengths and needs
- To encourage students to become lifelong learners
- To measure the program's effectiveness, communicate learning expectations, and provide a basis for determining instructional strategies
- To develop appropriate learning experiences for students.

The Association believes that no one measure should be used to determine a student's performance. Teachers must utilize a variety of measures to accurately assess student growth. All methods of assessment shall be free of cultural, racial, and gender biases.

The Association believes that only classroom teachers have the right to decide upon criteria for assessment of students. Further, the Association believes that teachers must exercise final control of the assessment process and dissemination of results. (81, 94)

E-12. Support Personnel in the Education Process

The National Education Association believes that all education employees are essential to the learning environment. The Association recognizes that educational support personnel promote positive role models that enhance the education process. (90, 91)

F. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE

F-1. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, cultural diversity, accent, religious beliefs, residence, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, or sexual orientation.

To address societal needs, however, the Association urges the development and implementation of affirmative action plans and procedures that will encourage active recruitment and employment of women, minorities, and men in underrepresented education categories.

It may be necessary, therefore, to give preference in recruitment, hiring, retention, and promotion policies to certain ethnic-minority groups or women or men to overcome past discrimination. (69, 93)

F-2. Pay Equity/Comparable Worth

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the gender or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales since it itself too frequently reflects the race and sex bias in our society.

The Association encourages efforts by education employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 93)

F-3. Uniform Compensation

The National Education Association opposes any attempt to establish tiered compensation systems that place entry-level employees on a salary and/or benefits schedule that differs from that of career employees. (86)

F-4. Affordable Health Care

The National Education Association believes that health insurance is an essential part of the total compensation of active and retired education employees. The Association notes with extreme regret that affordable health care is not available to all members, dependents, domestic partners and retirees. The Association supports legislation that guarantees education employees and retirees the option of paying medical insurance premiums with pretax dollars.

Until such time as there is universal health care, the Association urges its affiliates to do all they can to enroll our members, their dependents, domestic partners, and retired education employees in comprehensive, affordable health insurance plans. (91, 95)

F-5. Tax Deductions for Professional Expenses

The National Education Association believes that education employees must continue to perform and develop professionally and that expenses incurred to do so are professional and therefore must be considered as necessary and ordinary and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Deductible expenses should include but not be limited to expenses incurred relating to sabbatical leaves; educational travel for maintenance and improvement of skills; an in-home office; education-related auto use; and purchasing of teaching supplements and professional supplies, materials and equipment. (69, 93)

F-6. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of education employee and stu-

dent needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 93)

F-7. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws. The Association demands that federal, state, and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association believes that local affiliates and governing boards must negotiate, in good faith, written master contracts. These written master contracts must include terms and conditions of employment and other matters of concern and include a provision for agency fee.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration and the right to strike must be an integral part of any collective bargaining process.

The Association believes that coordinated bargaining by its affiliates on a regional or statewide basis is an important component of collective bargaining.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 87)

F-8. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. The Association believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking and jeopardizes the welfare of school employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends that several procedures be used in resolution of impasse—such as mediation, fact finding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In the event of a strike by school employees, extracurricular and cocurricular activities must cease.

Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency licensing or placement practices that constitute strikebreaking. The Association condemns denial of credits to students working in the school for credit as part of a teacher preparation or credential program who have honored a work stoppage.

The Association condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of members, community service in lieu of other penalties, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, licensure, and retirement benefits in school work stoppages.

The Association urges enactment and enforcement of statutes guaranteeing the rights of school employees when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association further urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. (69, 94)

F-9. Basic Contract Standards

The National Education Association believes that collective bargaining agreements between education employees and their employers should contain certain standard contractual concepts. Therefore, the Association urges its affiliates to negotiate agreements that include—

- A grievance procedure that terminates with final and binding arbitration
- Just cause for any disciplinary action with guaranteed due process through final and binding arbitration and continuation of all employee rights, including full compensation and job security
- A seniority list that is updated, published, and distributed annually
- Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and to the extent legally permissible, racial balance
- Employer-paid fringe benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families
- Membership in the association or the payment of a fair-share fee as a condition of employment
- Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions
- Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit
- Specified class size, teaching load, and job description
- A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit
- Nondiscriminatory, fair, and equitable treatment of bargaining unit members
- Contractually defined procedures for evaluation and promotion
- Released time for association business with full pay and fringe benefits
- Parental/child rearing leave for employees to provide care for natural or adopted children
- Contractually defined procedures for ensuring education employee decisionmaking in curriculum design and related instructional management and reporting systems
- Salary schedules based upon preparation, professional growth, and length of service and excluding any form of merit pay except in institutions of higher education where it has been bargained
- Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay

r. Retirement benefits based on all income derived from school employment, including extracurricular and extra-duty pay

- Clearly defined bargaining unit membership
- Placement on the salary schedule based on qualifications and number of years of experience in the profession
- A guaranteed safe and healthy working environment
- The school calendar
- Protection from unilateral changes in terms or conditions of employment
- Provisions to define class loads, student contact hours, and contract hours for instructors who are involved in distance learning and to guarantee that technology and distance learning are not used to supplant employees. (89, 95)

F-10. Salaries and Benefits

The National Education Association believes that salary and benefit structures for education employees are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.

The Association insists that salary schedules should—

- Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service
- Assure that initial placement and advancement on the salary schedule are nondiscriminatory
- Be independent of national certification unless the impact of any national certificate is determined through the collective bargaining process where it exists or by agreement of the local NEA affiliates in those states where it does not exist
- Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation
- Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting employee training or workshops, and extra duty is not less than the rate for regular pay
- Assure that salaries paid in nontraditional adult and alternative programs be on par with salaries paid in traditional programs and that any personnel serving lower socioeconomic groups not be paid less than equivalent educational professionals providing similar service to higher socioeconomic groups
- Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and be structured to provide compensation levels that encourage classroom teachers to remain in the classroom and support personnel in the educational setting
- Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits.

The Association believes that local affiliates can best promote the economic welfare of all education employees, regardless of source of funding, by following the salary standards developed at the state and national levels. Extra duties performed by education employees should be on a voluntary basis and should be accompanied by equitable extra-duty pay.

The Association believes that performance pay schedules, such as merit pay, are inappropriate.

The Association urges its affiliates to seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association also urges its affiliates to seek legislation to prohibit the practice of limiting the number of years of experience an education employee can transfer.

The Association further believes that education employees should be provided with benefits including, but not limited to—

- Comprehensive insurance programs
- Health
- Dental
- Vision
- Hearing
- Life
- Legal
- Workers' compensation
- Long-term physical and mental disability
- Paid leaves
- Sick leave, with unlimited accumulation
- Personal leave with unlimited accumulation
- Bereavement leave
- Parental leave, including adoption
- Dependent care leave
- Sabbatical leave
- Professional leave
- Association leave
- Religious leave
- Additional remuneration
- Severance pay
- Tuition reimbursement
- Retirement compensation
- Unemployment compensation
- Benefit extension for laid-off employees
- Personal assistance
- Personal assault protection, and in the event of assault, counseling services and leave that is not subject to sick or personal leave
- Employee assistance program
- Reimbursement for damages to or loss of personal property at work site
- Child care center
- An opportunity to participate in a cafeteria-type plan or plan authorized by Section 125 of the U.S. Federal Tax Code.

The Association believes that education employees should have equal access to all benefits, including comprehensive health, dental, and vision insurance and employee assistance programs for their spouses, domestic partners, and/or dependents.

The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or parental leave.

The Association further believes that provisions should be made for retirees, their spouses, domestic partners, and/or dependents at their option to continue in the comprehensive

RESOLUTIONS

health, dental, and vision care program of the school district, educational system, or institution. (69, 95)

F-11. Faculty Reward Structures

In Higher Education The National Education Association believes that the reward structure for an institution of higher education should reflect the mission of the institution. An institution whose mission is teaching undergraduate students should reward good teaching. An institution whose mission is community outreach should reward service. An institution whose mission is basic or applied research should reward good research. The proper balance between teaching, service, and research is contingent upon faculty and administration agreement on the institutional mission of the particular campus. (95)

F-12. Economic Welfare

The National Education Association is opposed to imposition of any controls that place public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any program that increases unemployment. (79, 86)

F-13. Civil Rights—Employment Protection

The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its commitment to protect the rights of all education employees. The Association urges all levels of government to monitor and enforce fair employment practice laws. The Association and its affiliates, working with federal, state, and local officials and agencies, shall work to promote enactment of and compliance with such laws and seek to include these rights in contractual agreements. (91, 94)

F-14. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that security of position must be provided for all education employees through appropriate employment policies, including fair dismissal procedures.

The Association further believes that state laws must provide for the continuing employment and/or tenure of state and/or local education employees and that federal law must provide similar protection for education employees in federal schools.

The Association also believes that laws and master contracts must afford education employees due process, regardless of length of employment. Such laws and master contracts must provide for adequate written notice of a hearing, including the charges, and representation by legal counsel with the right to cross-examine witnesses and present evidence. A decision must be rendered by an impartial decision-maker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes quotas on tenure and continuing contracts. (69, 93)

F-15. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators, supervisors, and managers should be reduced at least in proportion to the number of other education employees being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures that on a regional basis would provide priority hiring of laid-off education employees.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges affiliates to work cooperatively with governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off education employees.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 93)

F-16. Mandated Retraining

The National Education Association believes that when a federal, state, or district mandate requires a school employee to be retrained, it is the responsibility of the mandating agency to provide released time for training, to compensate the employee at the employee's hourly rate of pay, and to provide for the cost of tuition, textbooks, and travel. (88, 90)

F-17. Protection of Education Employees

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of school employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, theft, vandalism, or harassment due to gender, sexual orientation, or other causes, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with court systems to secure strict enforcement of law in cases involving disturbances in public schools and educational institutions. (70, 95)

F-18. Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements must be made through the negotiation process. (69, 86)

F-19. Site-Based Decisionmaking

The National Education Association supports site-based

decisionmaking processes that are based on contractual/formal agreements between districts and local associations. The Association believes that the scope of local site decisionmaking should be limited only by the contractual/formal agreement. The Association further believes that such agreements must include the following elements:

- Voluntary participation by local sites
- A district-association structure for processing conflict resolution
- An agreement on the scope of decisionmaking authority available to sites
- Decisionmaking bodies composed of a majority of non-management education employees with all members selected by the constituency represented
- Compensated planning and training time for staff and governance bodies as well as additional resources necessary for successful implementation
- Compensation and/or released time for participating staff members. (90, 94)

F-20. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

- Local affiliates are in agreement with the desirability of such a plan and act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.
- The responsibilities of certificated and noncertificated staff are defined by certificated staff.
- The community is kept informed and its cooperation sought.
- Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

Plans that meet these criteria are not necessarily appropriate in other situations and will not be promoted by the Association as national prototypes.

The Association will provide its affiliates with information about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 86)

The Association will provide its affiliates with information about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 86)

F-21. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of school employees. The Association believes that there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

- Prorated application of the salary schedule with full recognition of years of experience
- An equitable share of all fringe benefits
- An agency shop provision
- The right to revert to full-time status
- No loss of rights gained through tenure/seniority
- Proportional credit toward seniority/retirement. (81, 92)

F-22. Misuse of Intern Programs

The National Education Association believes that intern programs should be utilized solely for the development of professional expertise and not as a means of supplanting or reducing educational staff and/or budget.

The Association will assist affiliates in correcting any misuse of intern programs. (77, 92)

F-23. Student Workers in Educational Institutions

The National Education Association recognizes the importance of providing employment opportunities for students in educational institutions. The Association deprecates, however, the practice of employing students which results in the reduction of the number of permanent education employees. (92)

F-24. Noninstructional Personnel

The National Education Association urges school systems and educational institutions to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and school systems and educational institutions to become involved in the selection, orientation, and training of noninstructional personnel. The Association believes that school systems and educational institutions must provide appropriate continuing education programs for noninstructional personnel.

The Association calls upon its local affiliates to resist efforts by governing boards to use the employment of noninstructional personnel as an excuse to increase class size. The Association insists that noninstructional personnel have written job descriptions that define their duties and that these employees be used only for assistance to classroom teachers. (69, 95)

F-25. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 86)

F-26. Unemployment/Disability Compensation

The National Education Association supports the inclusion of educators in unemployment and disability compensation legislation at the state and federal levels. (72, 86)

F-27. Subcontracting/Contracting Out

The National Education Association recognizes that all education employees share the same community of interest. The Association believes that greater emphasis must be placed upon securing and retaining the most capable employees. The Association believes that employees should not be displaced by private service providers or by temporary or part-time workers or by volunteers.

The Association strongly opposes subcontracting/contracting out in all public schools and educational institutions. The Association further believes that school districts and educational institutions should not enter into subcontracting agreements that transfer education employees or that abrogate previously contracted benefits, reduce compensation, deny fringe benefits, and/or reduce or eliminate accumulated retirement experience and benefits.

In those instances where subcontracting exists, the Association believes that, in order to protect the health, safety, and welfare of the total community into which the subcontractor enters, all school personnel who are employed through the subcontractor should be required to meet the highest standards of accountability. This should include proper and close screening prior to working in the school district. The subcontractor should submit to the school district validation of its findings and binding assurances that continuing evaluation and broad-based investigation as to the suitability of such personnel will be ongoing during their terms of employment. The Association insists, however, that any requirement concerning criminal history background checks for such personnel—

- Provide that information collected not be released to boards of education in a form other than a qualified or unqualified statement but be kept by the investigating state or national agency.
- Provide that every employee or potential employee has a right to due process and access to records.
- Provide a list of clear, specific, observable, and objective indicators of rehabilitation for each offense.
- Provide that any fee for background checks be paid by the state
- Provide for employment only after such a background check is completed and the candidate has received clearance, thus prohibiting provisional employment status prior to completion of the background check.
- Most importantly, provide background checks on all such persons who have regular contact with children. (77, 95)

F-28. Right to Privacy

The National Education Association believes that education employees should be guaranteed rights of privacy. These rights must include—

- Access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, and obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses
- Notification in writing within 10 working days of any placement of materials in an individual's file
- Access to records and opportunity to respond to any record and to challenge records through formal or informal hearings
- Provision to consent to or deny release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials
- Notification and enforcement of these rights by educational institutions
- A guarantee that only one personnel file per employee exists
- Confidentiality of medical records
- Freedom from fingerprinting as a condition of continued employment
- Refusal of any type of polygraph or lie detector test. (75, 94)

F-29. Privileged Communications

The National Education Association believes that communications between all education employees and students must be legally privileged. The Association further believes that communication between administrators and other education employees must be kept private without the consent of the affected employee. The Association urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 93)

F-30. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 86)

F-31. Protection of Education Employee Advocates

The National Education Association believes in the fundamental right of all education employees to organize in their own self-interest and to speak out in defense of education employees, students, and parents without fear of reprisal.

The Association condemns those governing boards, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignments to education employees for their leadership in education employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all education employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, governing boards, and other public officials should respect the dignity of education personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property—such as message boxes and meeting rooms—for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to education employees and work for guarantees assuring education employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 95)

F-32. Employee Rights Pending Court Action

The National Education Association believes that when criminal charges or civil lawsuits are filed against a school employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

The Association urges local affiliates to negotiate contract provisions covering procedures to be followed until final disposition of the case. (84, 86)

F-33. Allegations Against Education Employees

The National Education Association urges its affiliates to seek the enactment of state legislation, local ordinances, and school board policy that would protect education employees from allegations of child abuse made in bad faith.

Any such allegation should be investigated and resolved immediately. The name of the employee should not be publicly revealed until and unless there is a finding of guilt.

Counseling from an outside community agency should be provided for any education employee accused of child abuse, with emphasis upon the fact that such referral does not presume guilt. Additional counseling should be available for the innocent employee after the case is decided.

The Association also urges its affiliates to encourage enactment of federal, state, and local legislation that would assure due process for education employees accused of child abuse, provide a mechanism whereby false or unfounded accusations can be expunged from all records, and support restoration of job status and all rights and benefits to education employees who are acquitted of child abuse charges. The Association further urges its affiliates to educate its members as to current practices in dealing with such allegations. (89, 95)

F-34. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by governing boards for the purpose of harassment of education employees.

Physical and mental examinations of education employees should be required only when there is probable cause. Results of such examinations shall be subject to medical confidentiality, and the education employee shall be informed of all results.

The Association believes that health-related information must not be released without the written consent of the employee. The employee must have the right to examine and, if needed, correct his/her medical records.

The Association believes that the cost of any required physical or mental diagnostic procedure should be incurred by the agency that requires such procedure and that education employees should be guaranteed the right to select their own physician. (77, 95)

F-35. Drug and Alcohol Testing

The National Education Association believes in a drug- and alcohol-free workplace. However, the Association believes that mandatory and/or random drug and alcohol testing of employees and job applicants is an unwarranted and unconstitutional invasion of privacy and opposes such testing. (87, 94)

F-36. HIV/AIDS Testing of Education Employees

The National Education Association opposes mandatory/involuntary human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) testing of education employees or education employment applicants. (87, 93)

F-37. Employees with HIV/AIDS

The National Education Association believes that education employees shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for the human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) antibody or have been diagnosed as having HIV/AIDS. (87, 93)

F-38. Hepatitis B Vaccination

The National Education Association believes that governing boards should provide free hepatitis B vaccinations to all employees choosing to be or required to be vaccinated. (95)

F-39. Catastrophic Illness Support Programs

The National Education Association supports cancer awareness programs. The Association further supports programs designed to help those coping with cancer and other catastrophic illnesses. The Association encourages its members to avail themselves of such programs. (95)

F-40. Stress on Education Employees

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among education employees.

The Association urges its local affiliates, in cooperation with governing boards, to develop stress management and wellness programs that will facilitate the recognition, prevention, and treatment of stress-related health problems.

The Association further urges that the harmful effects of stress on education employees be recognized and demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports employee assistance programs (EAPs) as a voluntary resource that would assist education employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 95)

F-41. Medication and Medical Services in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

- Only medical personnel be required to administer such medication or perform such medical services.
- A physician's written verification of the student's need for medication or services be required.
- Written permission of the parent or guardian be required.
- The initial dosage of medication not be given in the school except in life-threatening situations. Initial dosage is the first dosage administered from the prescription.
- Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication.
- Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original

RESOLUTIONS

prescription, and directions for use.

g. Proper storage for the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed. In addition, school personnel have the right to refuse without fear of disciplinary repercussions to administer medication and/or medical services for which school personnel feel unqualified or when proper equipment has not been provided. Medical personnel must be provided additional training by the district prior to performing the medical services in question. (77, 93)

F-42. Save Harmless/Education Employee Liability

The National Education Association believes that educational institutions should—

- Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties
- Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.

The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (76, 91)

F-43. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require school systems and educational institutions to provide and to incur the expense of transportation liability insurance for education employees who are requested or required to transport students by private vehicle for any school-related function. (78, 95)

F-44. Misuse of Part-Time Education Employees

The National Education Association believes that part-time education employees should receive the same salary and benefits as full-time education employees prorated according to the work load. The Association deprecates the practice of employing part-time education employees for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time education employee positions.

Further, the Association believes that part-time education employees should be employed only when an educational program requires specialized training or expertise not available among the full-time education employees and when the need for such training and expertise does not justify more than half-time employment. (76, 92)

F-45. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. The Association encourages both the education community and the public to recognize the singular and specific function that substitute teachers perform in the maintenance and continuity of daily education. The Association believes that substitute teachers must meet the same standards as any other licensed teacher within the state. The Association further recognizes that licensed substitute teachers are professional educators and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available licensed teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of licensed teachers to substitute for personnel on extended leave without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 88)

F-46. Substitute Educational Support Personnel

The National Education Association recognizes the importance of substitute educational support personnel in the maintenance and continuity of daily operations. The Association believes that an educational support substitute must meet the same standards as the employee for whom he/she substitutes.

The Association supports the right of substitute employees to organize for collective bargaining purposes. The Association also supports the practice of providing schedule pay plus basic and fringe benefits for educational support personnel substituting for permanent educational support personnel on extended leave. (92)

F-47. Educators and Active Duty Service

The National Education Association believes that an education employee whose career is interrupted by a call to active duty service by the National Guard or the reserves should be guaranteed reemployment and all benefits that would accrue if the employee had continued in a position with the school system. (75, 93)

F-48. Employment in Federal Schools

The National Education Association believes that the federal schools should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all school employees should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed in federal schools.

The Association urges the development of policies that ensure a minimum of 120 days' notification of military installation and federal school closures. The Association further urges that personnel affected by these closures be provided support by the employer during this transition period. (71, 94)

F-49. Education in Correctional and Rehabilitation Agencies

The National Education Association believes that legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 86)

F-50. Retirement

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

- Autonomous boards of trustees, the majority of which are elected by and from the membership.

- Actuarial and investment policies that produce sound financing.

- Annual independent review and audit.

- Immediate and full vesting after not more than five years of service.

- Provisions for employee contributions to be a percentage of total compensation, not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution.

- Provisions permitting the purchase of credit earned while a member of another retirement system.

- Provisions permitting the purchase of credit for sabbatical leaves, maternity/paternity/ adoption leaves, and any other approved leaves of absences.

- Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service or at age 55 if fully vested, where actuarially sound, and with vesting provisions; voluntary retirement under these provisions.

- Disability retirement for a service-connected disability available to school employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service. The benefit formula for disability retirement should yield benefits comparable to those of normal retirement.

- Automatic cost-of-living increases to maintain purchasing power for retirees and beneficiaries.

- A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage.

- Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service.

- Nondiscrimination on the basis of gender or marital status.

- Retirement credit for unused sick leave.

- All compensation, including extra-duty pay, in computing retirement benefits.

- Benefits not reduced by other sources of income, including Social Security benefits.

- Pretirement counseling.

- Retirement housing facilities that are funded from sources other than those designated for retirement benefits.

- School employees' contributions and benefits that are not subject to federal income taxation.

- Nondiscriminatory Internal Revenue Service rules and regulations.

- An annual financial statement distributed to all members.

- Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members. These plans should have actuarial tables that do not discriminate on the basis of race, gender, or national origin.

- Provisions to purchase pension credit for any previous Department of Defense teaching service.

- Fully paid comprehensive health insurance, including reimbursement for Medicare Part B premiums, for retired education employees, their spouses, domestic partners, and/or dependents.

- Benefits that are free from double taxation or source taxation by states for retirees living outside of the state where the benefits were earned.

- All retirement benefits for spouses be equally available for domestic partners.

- aa. Benefit formulas that provide full-year credit for each school year worked and provide that credit regardless of the number of hours worked per day. (69, 94)

F-51. Social Security

The National Education Association believes that Social Security should be available to eligible education employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association urges the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. The Association supports the goal of comprehensive health insurance for retirees. (77, 93)

F-52. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by school employees should under the law be payable to such school employees. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of school employee retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 86)

F-53. Management of Education Employee Retirement Assets

The National Education Association believes that the

boards of retirement systems of education employees should make every effort to participate in the decisionmaking process of corporations in which the systems hold stock by casting votes as stockholders that benefit the interests of the retirement systems and those of the united education profession and by electing to corporate boards members and/or representatives who support public education.

The Association further believes that the boards of retirement systems should coordinate their voting in companies in which they have a mutual interest. (94)

G. SECURE PROFESSIONAL AUTONOMY

G-1. State Professional Standards Boards

The National Education Association believes that the profession must govern itself. The Association also believes that each state should have a professional standards board, composed of a majority of practicing public school teachers.

Professional standards boards should have exclusive authority to license and to determine criteria for how a national certificate will be recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation. The Association opposes legislation that compromises the authority of state standards boards and urges the elimination of state statutes that conflict with this authority. The Association believes that these boards should apply NCATE standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation programs. (69, 95)

G-2. Certification

The National Education Association supports voluntary professional certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association asserts that this function must be fulfilled by a national standards board of professional educators that is composed of a majority of practicing public school teachers.

The national standards board of professional educators should establish appropriate assessment procedures by which individuals may demonstrate exemplary practice in pedagogy and in subject matter areas, should issue permanent certificates to all individuals who meet the criteria as established by the national board, and should maintain a roster of those who have been certificated.

The Association supports the periodic evaluation of such certification procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for certification. (87, 95)

G-3. Licensure

The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards, as established by the professional standards boards, shall include above-average college grades, field training experience that includes student teaching, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every public and private school (pre-K through 12). No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.

The Association urges the elimination of state statutes/regulations that require teachers to renew their licenses. Where such renewal continues to be required, standardized literacy and basic skills tests to determine competency should not be used.

The Association supports regulations that would put professional educators, the majority of whom are licensed and practicing public school teachers, in state licensing agencies.

The Association supports the periodic evaluation of licensure procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for licensure. (85, 90)

G-4. School Nurses

The National Education Association believes that all students should have access to the immediate services of a licensed professional school nurse. The Association urges affiliates to enroll school nurses in active membership and to seek legislation that provides licensure/certification and inclusion in collective bargaining agreements.

The Association believes that professional development programs should be available to all licensed/certified school nurses to augment their skills in delivering health care services. The Association further urges special programs for those school nurses who deal with students with disabilities.

The Association also believes that the school districts should apply for comprehensive school health education program grants from the U.S. Department of Education. (80, 94)

G-5. Accreditation in Higher Education

The National Education Association supports strong regional, state, national, and discipline accrediting bodies that promote and encourage faculty participation in the accrediting process. The Association believes that programs, faculties, administrations, and facilities should be reviewed to determine their ability to enhance learning opportunities for students. The Association further believes that accrediting agencies should not impose standardized curricula, assessment models, or pedagogical methods on institutions of higher education but rather should base accreditation on standards as applied to the institutional mission. (95)

G-6. Accreditation of Teacher Preparation Institutions

The National Education Association believes that teacher education programs should be approved at two levels: at the state level through an agency such as a professional standards board and at the national level through the National Council for Accreditation of Teacher Education.

The Association believes that NCATE and its governing boards must include representatives of all levels of the teaching profession as well as students preparing to teach. (69, 87)

H. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP

H-1. The Education Employee as a Citizen

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. The Association further believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. The Association supports voter education to alert new voters to voting laws and procedures and key political issues. The Association urges local affiliates to seek written governing board policies to guarantee education employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. The Association also believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools, colleges, and universities are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 85)

H-2. The Right to Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions. Therefore, the Association commits itself to protect the right of its members to be informed by their government, duly observing obvious national security interests. (72, 86)

H-3. The Right to Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association recognizes the right to vote as a constitutional right that should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965.

The Association urges its affiliates to support simplified voting and absentee-voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 86)

H-4. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association urges that all proposed changes to the Constitution be directed through the traditional congressional proposal and state ratification process rather than through the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. (82, 86)

H-5. Member Involvement in Community Organizations

The National Education Association encourages its members to become involved in citizen-based community organizations and to influence those organizations to address issues of common concern to their local, state, and national education associations. (92)

H-6. National Health Care Policy

The National Education Association believes that affordable, comprehensive health care is the right of every resident. The Association supports the adoption of a single-payer health care plan for all residents of the United States, its territories, and the Commonwealth of Puerto Rico.

The Association will support health care reform measures that move the United States closer to this goal and that achieve universal and comprehensive health care coverage, control costs while assuring quality, emphasize prevention of health care problems, and are financed by means that assure greater equity in the funding of that health care.

The Association further believes that until a single-payer health care plan is adopted, Congress should make no cuts in Medicare/Medicaid benefit levels or in federal funding of the Medicare/Medicaid program. (78, 94)

H-7. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.

The Association urges its affiliates to support legislation that would ensure the energy-efficient operation of public schools during the school year and encourages the use of new energy sources and energy-efficient design in school renovation and construction.

The Association encourages its local affiliates to support efforts that develop energy conservation awareness and school building energy audit programs. The Association urges the support of programs to investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (77, 94)

H-8. Environmental Responsibility

The National Education Association believes that businesses and governmental agencies should be responsible for designing, producing, and using products that are reusable, recyclable, biodegradable, or disposable without contaminating the environment.

The Association encourages its affiliates and members to include these criteria in selection of products for use and to

RESOLUTIONS

work with school systems and educational institutions in developing purchasing policies using these criteria.

The Association further believes that business and governmental agencies should dispose of waste in a manner that will have the least possible impact on the environment. (90, 95)

H-9. Historic Preservation

The National Education Association encourages the preservation of historically significant lands and structures for the purposes of preserving our nation's heritage and maintaining important historic resources for future generations. (90, 94)

H-10. Statehood for the District of Columbia

The National Education Association affirms that all citizens of the United States should enjoy the full benefits of citizenship. Accordingly, the Association urges its affiliates to support efforts to achieve statehood for the District of Columbia.

The Association believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 88)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

I-1. Peace and International Relations

The National Education Association recognizes the interdependence of all people. The Association believes that peace is superior to war and, in this nuclear age, is basic to the survival of civilization.

The Association urges the nations of the world, through cooperative talks, to develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars so that resources may be used to improve the quality of life.

The Association supports the peaceful uses of outer space and opposes federal spending that would extend the arms race into outer space.

The Association recognizes that the United Nations can be an effective instrument for furthering world peace, supports the 1948 UN resolution relating to genocide, and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association supports the concept of a U.S. Institute of Peace. The Institute should be sufficiently funded to provide programs, training, and research data in developing peacemaking and conflict resolution skills as well as provide for the publication and dissemination of information in this field.

The Association further supports the development of peace and conflict resolution curricula in teacher preparation programs.

The Association, with its affiliates and members, will promote the ideals of peace, freedom, and human dignity based upon genuine respect for an understanding of individual and cultural diversity. (73, 93)

I-2. Peaceful Resolution of Conflicts

The National Education Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the rights of nations to coexist within safe and secure borders. The Association applauds those nations that have negotiated and continue to negotiate agreements with further guarantees of peace and cooperation.

The Association believes that the Education International should continue to facilitate the building of bridges of understanding and peace by initiating dialogue among education employees in areas of conflict. (85, 95)

I-3. World Court

The National Education Association believes in the concept of the rule of law throughout the world and recognizes that the World Court is one instrument to resolve international disputes peacefully.

The Association urges participation by the United States in deliberations before the court. (86)

I-4. World Hunger

The National Education Association believes that worldwide attention needs to be focused on hunger and malnutrition. The Association supports continued relief to those in need as well as the education of children, youth, and adults concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (75, 89)

I-5. Covert Operations and Counterintelligence Activities

The National Education Association believes that U.S. covert operations and counterintelligence activities should be compatible with the basic principles of our democratic society.

The Association further believes that all such activities should be conducted under the jurisdiction of the executive and legislative branches of our government and that individuals must be held accountable when they work outside of the specific directives issued for a given operation. (89)

I-6. Nuclear Freeze/Reduction

The National Education Association believes that nuclear war, the common enemy of all nations and peoples, is not survivable. The Association believes that the proliferation of weapons technology and the sale and distribution of conventional and nuclear weapons increase the possibility of nuclear war.

The Association urges the United States and all other nations to adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. To that end, the Association supports the development of treaties for the cessation of all nuclear weapons testing, providing they contain adequate enforcement machinery, including on-site inspections. The Association supports the development of treaties to reduce the world's nuclear weapons arsenals. (82, 93)

I-7. Nuclear Facilities, Radioactive/Chemical Pollutants, and Waste Incineration

The National Education Association believes that strict monitoring of nuclear facilities and radioactive/chemical pollutants and waste incineration should be required. The Association urges the development and implementation of new technologies for the safe transport and recycling of all

wastes. It further urges regulation of the U.S. Department of Energy by an independent agency to reduce the further radioactive pollution of our environment.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power, recycling of nuclear wastes, problems of nuclear waste disposal, and health risks associated with waste incineration.

The Association believes that the people of a state should make the final determination as to whether or not toxic and/or nuclear waste processing sites or the transportation of nuclear waste shall be within their state boundaries. Contiguous states directly affected environmentally by processing sites should be included in the final determination. Strict guidelines concerning the construction and operation of waste incinerators should be required. The Association further believes that such facilities should not be constructed within a 10-mile radius of any school facility.

The Association urges its affiliates to seek legislation and local policies to ensure a safe environment. The Association further believes that education employees must be involved in the development and dissemination of emergency plans in the case of accidents that potentially could result in environmental or health hazards. (89, 92)

I-8. Global Environmental Restoration

The National Education Association believes that when pollution occurs the responsible entities must be accountable for an expeditious, complete cleanup and restoration of the environment and its ecological systems. (90, 93)

I-9. International Consumer Protection

The National Education Association believes that products sold and/or advertised abroad by U.S.-based companies must at least meet the consumer, health, and safety standards that are required for trade within the United States.

Furthermore, the Association opposes coercing other nations to accept U.S. products that do not meet those nations' consumer, health, and safety standards or practices. (90)

I-10. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual, including equal access to education. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. The Association calls on the world community of educators to lead in the effort to prevent any encroachment on basic human and civil rights and urges the U.S. government to withhold all forms of military aid to governments that violate these rights.

The Association believes that violence is abhorrent. The Association condemns tolerance of violence and calls on all nations of the world (a) to pass and enforce measures to curtail and prevent actions and practices that inflict pain, suffering, mutilation, or death, and (b) to offer asylum to those threatened by abhorrent actions.

The Association deplores the holding of hostages, all forms of torture, and the taking of human life in the name of making a political statement.

The Association believes that it is the responsibility of all governments to discourage such actions by individuals or groups of individuals.

The Association calls upon all nations to release all educators and students who are being held without charge and to refrain from the use of coercion and arbitrary detention to punish the people of a specific area of their territories. (77, 94)

I-11. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society. The Association calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, philosophical beliefs, political beliefs, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. All individuals must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. The Association opposes any amendment to the U.S. Constitution that curtails basic civil rights. (69, 95)

I-12. Human and Civil Rights of Children and Youth

The National Education Association believes that the human and civil rights of children and youth must be protected.

The Association opposes the exploitation of children and youth under any circumstances. The Association condemns the use of children and youth by organizations, governments, and dissident political/military movements to advance their political objectives. The Association decries abuses of the rights of children and youth that may occur when governments suspend legal guarantees during times of political unrest and thereby subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration.

The Association opposes the impress or acceptance of minors into the service of the armed forces of any government or into the service of revolutionary forces under any circumstances.

The Association further believes that children and youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers in such centers must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children and youth in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children and youth who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors.

The Association opposes the imposition of the death penalty or life imprisonment without parole on individuals whose offenses were committed prior to age 18. (88)

I-13. Family Planning

The National Education Association supports family planning, including the right to reproductive freedom.

The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities.

The Association further urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel. (85, 86)

I-14. The Right to Organize

The National Education Association believes that all people have the right to organize in order to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now secured.

The Association deplores antiunion activities by business interests, school districts, and government agencies, including efforts that attempt to destroy and undermine labor unions and organizations, penalize members for union involvement, and deprive workers of their right to organize and bargain. (82, 93)

I-15. Displaced Workers

The National Education Association believes that entities that close, move, sell, downsize, or reorganize their facilities have an obligation to provide displaced employees with a variety of retraining and support programs. These entities shall assist their employees with placement in jobs having comparable pay and benefits and shall maintain existing union contracts.

The Association opposes the use of public funds to encourage the movement of U.S. companies to other countries at the expense of U.S. union labor. (92, 93)

I-16. Use of Union-Made Products and Services

The National Education Association recognizes the historical role of organized labor in its struggle for economic and social justice. The Association advocates the use of union-made products and services. The Association supports the use of appropriately established boycotts and picket lines. (91, 94)

I-17. Migrant Workers

The National Education Association is concerned with the plight of migrant workers.

The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (85)

I-18. Immigration

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin.

The Association opposes any policies that deny human rights, civil rights, or educational opportunities to immigrants and their children regardless of their immigration status and supports policies that protect the integrity of the family unit. The Association condemns such policies as inhumane and discriminatory.

The Association believes that English and citizenship classes must be available in sufficient numbers to ensure that immigrating individuals can comply with all federal mandates for permanent residence and/or citizenship. (84, 95)

I-19. Housing and Health Care for All

The National Education Association believes that all members of our society have the right to adequate housing and health care.

The Association urges its affiliates, in conjunction with local school/community groups, to seek and support legislation, policies, and programs to provide adequate housing and health care for the homeless and for all members of our society. (89, 91)

I-20. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association urges local affiliates, in conjunction with other school/community groups, to lead in breaking down barriers that limit this freedom. The Association strongly opposes the discriminatory practice of redlining and urges affiliates to work toward its elimination. (69, 87)

I-21. Invasion of Privacy

The National Education Association believes that every individual has a right to privacy. The Association continues to be concerned about the indiscriminate surveillance of citizens or groups by private and public agencies. The Association condemns the use of information gathered and stored and the exchange of such information without explicit release from the person or persons involved.

The Association recognizes that such rights to privacy and confidentiality must be guaranteed through federal and state legislation. The Association urges its affiliates to seek legislation that will guarantee these rights. (70, 86)

I-22. Freedom of Creative Expression

The National Education Association supports freedom of expression in the creative arts and therefore deplores any efforts by government to suppress, directly or indirectly, such expression. The Association further supports the freedom of publicly funded agencies to exercise judgment in the awarding of grants to individuals and organizations. (90)

I-23. Violence Against Women and Girls Worldwide

The National Education Association believes that domestic and other violence against women and girls is abhorrent. The Association therefore condemns tolerance of violence against women and girls and calls on the nations of the world to pass and enforce measures to curtail and prevent actions, policies, and practices that inflict pain, suffering, or death. (93, 94)

I-24. Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. The Association urges states to develop a systematic process for gathering evidence when such assault occurs and supports the use of DNA testing as a means to identify perpetrators of sexual assault. Further, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the

victims' right to privacy to release the names of the victims or to have their past sexual history admitted as evidence in assault cases. The Association recognizes the importance of and urges the rehabilitation of the assailant and the protection of due process rights for both the victim and the assailant. (81, 91)

I-25. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in all schools, the Association calls for—

a. School recruitment and staffing policies that will ensure culturally diverse school employees

b. Appropriate classroom and other student-related activities, particularly those that are responsive to the cultural diversity and historical backgrounds of our society

c. Further development of continuing education programs to educate school and community personnel

d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers determine to be essential to improved learning

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society

g. Development and implementation of curricula that teach students about positive human relations. (72, 94)

I-26. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations by conducting special activities. The Association recommends that state associations actively continue to seek the passage of legislation proclaiming Martin Luther King Day as a state holiday in every state. The Association encourages its affiliates and all school systems and educational institutions to plan observances of this date that will promote goodwill among all persons. (69, 95)

I-27. Freedom of Religion

The National Education Association believes that freedom of religion is a fundamental human right. The Association believes that choice of religion is an intensely personal decision. Instruction in religious doctrines and practices is best provided within a family setting and/or by religious institutions.

The Association believes that schools should teach the rights and responsibilities associated with the freedom of religion, the religious heritage and diversity of the United States, respect for the religion of others, and the historical and cultural influences of various world religions.

The Association believes that local school boards should adopt policies that govern religious activities on school property. Such policies must respect the separation of church and state; govern voluntary, student-led meetings with adult supervision before or after normal school hours; treat all religions on an equal basis; and protect the rights of students and education employees.

The Association opposes any federal legislation or mandate that would require school districts to schedule a moment of silence. The Association particularly opposes a moment of silence as a condition for receiving federal funds. (95)

I-28. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 86)

I-29. Control of Guns and Other Deadly Weapons

The National Education Association believes that stricter legislation is needed to control guns and other deadly weapons. The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials.

The Association further believes that the sale and possession by the private sector of automatic and semiautomatic paramilitary weapons, such as UZI submachine guns and AK-47 assault rifles, should be illegal.

The Association believes that severe penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale and distribution of these weapons. (82, 89)

I-30. Victims of a Crime

The National Education Association believes that victims of a crime should be treated with dignity and compassion, without the fear of intimidation.

The Association believes that it is essential that victims be notified of and have the right to be present/represented at all legal proceedings of the accused, including parole hearings.

Victims and their families must have access to free counseling and support services. They must also be made aware of available services and programs. The Association further believes that such programs should be funded by the appropriate government agencies. (87, 90)

I-31. Military Veterans

The National Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems because of their involvement in combat and related military activities, the full effects of which are still not known. The Association urges that federal and state legislation continue to be enacted to increase benefits and programs, including retirement benefits, for these military veterans to meet their needs now and in the future. (81, 87)

I-32. Highway Safety

The National Education Association believes that people should be protected from death and injury that result from the operation of motor vehicles by drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while under the influence.

RESOLUTIONS

b. Advocate appropriate educational experiences for students regarding the effects of driving while under the influence.

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence.

d. Support legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses. The legislation should require the use of seat belts for adults and minor children and approved car seats for infants.

e. Support legislation requiring the use of helmets for bicycle and motorcycle riders.

f. Advocate for the continued research and development of safety features and passive restraint systems for passengers in school buses and for the inclusion of those features shown to be effective. (82, 93)

I-33. Federal Support for Public Welfare

The National Education Association believes that conditions that increase reliance on public welfare must be alleviated. The Association also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 93)

I-34. Protection Against Age Harassment

The National Education Association believes that school employees should be protected from harassment because of age. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies that grant those at or approaching retirement age freedom in their options to continue education employment or to retire

b. Develop educational programs designed to help individuals recognize, understand, prevent, and combat harassment because of age

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of harassment because of age, resolves complaints promptly, and protects the rights of all parties. (89)

I-35. Protection of Senior Citizens

The National Education Association urges that attention be brought to the plight of senior citizens who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 87)

I-36. People Living with HIV/AIDS

The National Education Association believes that people living with human immunodeficiency virus (HIV) or with acquired immunodeficiency syndrome (AIDS) should be ensured fair and equitable treatment allowing equal access to education, employment, living conditions, and all rights guaranteed by law. (94)

I-37. Accessibility for Persons with Disabilities

The National Education Association believes that school districts and Association affiliates should make their respective buildings accessible and adaptable to persons with disabilities. The Association further believes that all public buildings and voting places should be accessible and adaptable to persons with disabilities. (88, 92)

I-38. Protection of Persons with Mental Disabilities

The National Education Association believes that the human and civil rights of individuals with mental disabilities must be protected.

The Association further believes that individuals with mental disabilities who have committed criminal offenses should receive all diagnostic and/or psychological services that meet their needs and guarantee their right not to be abused while incarcerated. Further, the Association believes that individuals with mental disabilities should not be subjected to capital punishment. (89, 92)

I-39. Care of the Mentally Ill

The National Education Association believes that it is society's responsibility to provide quality care for individuals suffering from debilitating mental illness.

Such persons should have access, as needed, to primary hospital care, outpatient services, necessary medication, social services, and housing in the least restrictive environment.

Financial assistance for such care should be based upon the ability of the individual to pay. (86)

I-40. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms.

The Association condemns any system of racial discrimination and exploitation and believes that sanctions are both justified and necessary against countries that utilize or support such practices.

The Association recognizes the need for support of South African individuals and organizations that are dedicating themselves to peaceful transition into postapartheid South Africa.

The Association supports organized preschool projects, community-organized self-help projects, and direct contact between South African local teachers associations and local NEA affiliates. (76, 94)

I-41. Institutional Discrimination

The National Education Association believes that organizations are strengthened by offering membership on a non-discriminatory basis.

The Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses. (74, 86)

I-42. Use of Prejudicial Terms and Symbols

The National Education Association deplores prejudice based on race, ethnicity, religion, sexual orientation, gender, age, disability, size, marital status, or economic status and rejects the use of names, symbols, caricatures, emblems, logos, and mascots that promote such prejudice. (92, 94)

I-43. Hate-Motivated Violence

The National Education Association deplores incidents of hate-motivated physical and verbal attacks against individuals or groups because of their race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, or economic condition. The Association further deplores materials that actively promote such incidents.

The Association urges its affiliates, in conjunction with community groups, to create an awareness of hate-motivated, violent activities and to develop programs to oppose them. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of hate-motivated, violent actions. (91, 94)

I-44. Violence Against and Exploitation of Asians/Pacific Islanders

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

I-45. Internment/Containment Policies

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of constitutional guarantees and is repugnant to the American ideals of life, liberty, and property.

The Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82, 93)

I-46. Reparation of Native American Remains

The National Education Association believes in the dignity of the dead and encourages laws to prevent the robbing of graves.

The Association believes that the remains of thousands of Native Americans in storage throughout the United States should be returned for interment to the tribes and/or areas from which they were taken. The Association further believes that American Indian sacred items in museum collections should be returned to the tribes of their origin. (89)

I-47. English as the Official Language

The National Education Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service announcements, and all other forms of communication.

The Association believes that, although English is the language of political and economic communication in the United States, efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged. (87, 93)

I-48. Inclusive Medical Studies

The National Education Association believes that women and members of racial minority groups must be included in the samples of all medical studies, surveys, and research purporting to yield results applicable to all segments of a population. (91)

I-49. Sexual Harassment

The National Education Association recognizes that sexual harassment is a form of sex discrimination or abuse.

The Association believes that classroom teachers, faculty, staff, and students should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies defining and prohibiting sexual harassment

b. Develop educational programs designed to help people recognize, understand, prevent, combat, and eliminate sexual harassment

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. (88, 94)

I-50. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of gender, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable work), and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state because of gender. The Association urges its affiliates to support ratification of such an amendment. The Association also supports the enactment and full funding of the Women's Educational Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have cease-and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin, sexual orientation, and gender.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include family leave, maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association urges national, state, and local agencies to include research specifically related to women and their health problems and concerns.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of women's education committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 93)

I-51. Personal Relationships in Higher Education

The National Education Association recognizes that in institutions of higher education adult students and educators may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of any higher education employee, are unprofessional. The Association urges its affiliates in institutions of higher education to establish strong policies declaring such relationships unprofessional. (89, 94)

I-52. Minority-Owned Businesses

The National Education Association believes that minority-owned businesses should be encouraged. The Association urges the federal government to initiate and continue policies that encourage minority-owned businesses. (89)

I-53. Integration in the Public Schools

The National Education Association believes that it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. The Association urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to re-segregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. The Association also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic teachers and administrators because of desegregation and bilingual programs. (69, 93)

I-54. Ethnic-Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of schools. The Association deplores the current trend of diminishing numbers of ethnic-minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of ethnic-minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the ethnic minority in the general population. The Association further urges U.S. Department of Defense schools actively to recruit and hire ethnic-minority educators. (79, 89)

J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION

J-1. Strong Professional Associations

The National Education Association believes that an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations.

The Association further believes that the unity of effort of a professional organization promotes the interests of its members and advances a strong, healthy learning environment. (74, 94)

J-2. Supporting Locals in Jeopardy

The National Education Association believes that assistance should be afforded to those affiliates that exist within concentrated territories of competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and cooperation of local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes that assistance should be given to those local associations that have been—

- Targeted for take-over efforts
- Taken over by competing organizations
- The object of "association busting."

The Association further urges that members of affiliated locals that are not the bargaining agent be provided an effective means of processing grievances. (76, 86)

J-3. Membership Participation in the Association

The National Education Association believes that every member has the right and obligation to participate fully in the Association. The opportunity to participate in the Association must be afforded every member without fear, intimidation, or retribution.

The Association also believes that school policies should provide released time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (69, 94)

J-4. Minority Participation in the Association

The National Education Association believes that at every phase of governance and on all decisionmaking levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions consistent with Association affirmative action policies.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels. (72, 92)

J-5. Student Member Participation

The National Education Association believes that eligible students should have the opportunity to join the Association. The Association further believes that students should be encouraged to participate in the Association at the local, state, and national levels. Preprofessional and leadership training should be priorities.

Further, the Association believes that local advisers should be members of the Association. (91, 94)

J-6. Retired Member Participation

The National Education Association believes that its retired members should have the opportunity to participate in the Association at the local, state, and national levels.

The Association further believes that retired members are a valuable asset in furthering the goals of the Association in areas including but not limited to political action, legislative lobbying, member training, crisis assistance, and other programs in which their years of experience have led to their cumulative expertise. (76, 94)

J-7. Promotion of Teaching as a Career Choice

The National Education Association supports the concept of organizations of students at all age levels interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisers for these organizations. (80, 95)

J-8. Universal Education Employee Rights

The National Education Association supports the efforts of all associations of education employees in the world to secure basic rights for their members. The Association commends those education employees and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of education employees obtain their basic rights as listed in the NEA resolutions.

The Association condemns all governments for their roles in any acts of injustice against education employees and their organizations and, thus, the children and youth of those countries. The Association urges the U.S. government to refrain from supporting any governments that suppress academic freedom and literacy.

The Association urges the U.S. government to refrain from any plan for overt or covert action that would destabilize or overthrow any government or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (81, 95)

J-9. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of education employees in all countries. The Association actively supports the Education International and will continue to cooperate with professional education organizations of other nations. (69, 95)

NEA Resolutions Now Online!

The complete text of the NEA Resolutions is now available—and searchable—on NEA Online, the Association's electronic network.

Just keyword: NEA Resolutions, then click the "Search by Topic" icon. Type the topic you'd like to check, and NEA Online will search both the titles and text of all the resolutions for references to that topic.

You'll quickly see a list of all the relevant resolutions. Just double-click the title of the resolution you'd like to read.

To suggest a resolution for consideration or comment on any existing resolution, just click the Resolutions Messages icon.

For information about an NEA Online subscription, call 800/827-6364. Preferred customer #16889.



Is Your School Sick?

You Can Help Make It Well!

Congested School "Lungs"

caused by a poorly maintained heating, ventilation and air conditioning (HVAC) system.
Solutions include: Building design that houses the HVAC system in a separate site, fresh air ducts that are opened, fixed, cleaned, and sanitized, removal of dirt from coils and unit ventilators, and upgraded air filtration.

Scaled Windows

that serve as a barrier to fresh air.
Solution: School design that includes windows that can open when the heating, ventilation, and air conditioning system fails.

Inadequate Natural Lighting

in classrooms, fostering problems such as lethargy.

Solutions include: Whole-room lighting or "work station" lighting adjusted to individual needs.

Overexposure to Chemicals and Fragrances

including everything from copy machine ozone and science lab chemicals to allergy-aggravating fragrances and air fresheners.

Solutions include: Proper ventilation, appropriate exhaust hoods, site testing for radon and lead, and removal of perfumed products from the classroom setting.

Hard-to-Clean Floors

that expose employees and students to toxic substances (such as carpet glue) or dust mites.

Solutions include: Durable, easy-to-clean flooring and wet-wiping rather than dusting.

Renovation Work

on a building in use, exposing adults and children to substances such as volatile organic compounds (VOCs) in synthetic tiles or carpeting and benzene and toluene in paint.
Solutions include: Selection of safer materials, a "flushout" of VOCs (using maximum ventilation) from an unoccupied site over 90 days, clear separation between construction activities and building occupants, and a ban on work over or under occupied classrooms.

Toxic Cleaning Substances and Art Supplies

exposing employees and students to substances ranging from ammonia to ethanol.

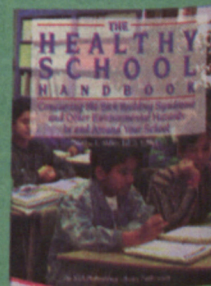
Solutions include: Opening windows and shutting off central air circulation while using toxic cleaning agents, using high-quality floor wax that does not have to be stripped, using art supplies specifically designed for children, and ventilating art rooms with exhaust hoods.

Careless Pesticide Use

exposing school employees and students to long-term exposure risk.
Solutions include: Non-toxic pest controls and fumigation during school shutdown periods.

Order your Healthy School Handbook today from the NEA Professional Library

Leading environmental scientists, physicians, engineers, and educators wrote the 22 chapters that offer practical advice for dealing economically and non-toxically with such school building problems as pests, carpeting and other floor coverings, toxic cleaning materials, and poor lighting. There is also information on complying with federal and state regulations regarding air quality, cafeteria food, chemical emissions, and scores of other environmental issues that affect every teacher, ESP staffer, and child in your school.



SPECIAL MEMBER PRICE

Regular price (456 pp., paper) \$24.95

Use stock #1863-X-20-VK and pay only \$21.95

(plus \$3 shipping and handling; add CA or DC tax if applicable)

Order Toll-Free 1-800-229-4200
from the NEA Professional Library

Debate

Should School Begin with a Moment of Silence?



YES

Connie Comeaux has been teaching Spanish for nine years, the last seven at Wossman High School in Monroe, Louisiana. She's president of the Monroe City Association of Educators and also a member of her NEA state affiliate's Congressional Contact Team.



NO

Bob Croddy, a 28-year teaching veteran, teaches middle school science in Huntsville, Arkansas. He's also taught elementary school. He's been president of the Huntsville Classroom Teachers Association four times and is now a building representative for his local Association.

Sharon Croddy

Without warning, the crackle of the P.A. system interrupts the conjugation of stem-changing verbs.

"Students, may I have your attention please. We have suffered a loss in our school family this morning. Your classmate and friend Janie Smith was killed in an accident on her way to school today. Let's pause for a moment of silence for Janie and her family."

This announcement should not be against the law. By suggesting a moment of silence, the principal is in no way promoting religion.

A moment of silence is not a religious intrusion into the classroom. It does not impose any one group's beliefs on another, whether secular humanism or Christianity.

I believe a moment of silence is a good and necessary thing in schools. A moment of silence every morning before instruction begins can set the pace for the rest of the day.

It can help clear a young person's mind of the chaos and clutter left over from breakfast, walks or rides to school, squabbles with siblings, greetings with friends long-lost since yesterday, and a few minutes of watching Channel One.

Students can pray, meditate, or simply think of nothing if they wish. A moment of silence gives them the freedom to choose, something that government-mandated prayer or mandated no-prayer-at-all would not do.

A moment of silence, rather than prayer, can teach tolerance and respect for the beliefs of others. It can instill respect for persons of other faiths and beliefs—something all Americans should have.

Those who believe in a higher power and those who don't should both feel at ease with a moment of silence. It should be natural and unforced. Students and instructors will welcome it, and benefits will follow.

People in the area where I live, northeast Louisiana, fondly refer to our little corner of the world as the "buckle on the Bible Belt."

Supposedly, we are a bastion of conservatism, solidly in favor of school prayer, homogeneous communities, and

fried chicken. We don't have the ethnic diversity of large northern cities or of California.

Well, to be totally unoriginal, "the times, they are a changin'."

My circle includes all hues and faiths, and we like broiled chicken just fine, thanks. We also like it Kung Pao, satay, jerked, and as arroz con pollo.

Believe it or not, we are people of the '90s, preparing our students for a brave new world where tolerance and understanding are vital.

Still, religion permeates Southern culture—and that of the rest of our nation as well. In many parts of our country, school board functions, graduations, PTA meetings, and the like all start with prayer.

If a sheet of paper has "agenda" or "program" at the top, then the words "prayer" or "invocation" are sure to follow.

I don't believe schools should mandate prayer. Personally, I would not want a government entity such as a legislator, judge, or a school system dictating how or in whose name my child should pray.

Prayer belongs in religious schools, not public schools. In religious schools, parents know the type of instruction their children receive, and it would be their choice to send the child there.

But public schools are a public enterprise, run by the government. Providing a moment of silence ensures that all children can be true to their consciences.

Beginning each day with a moment of silence, rather than prayer or nothing at all, can benefit both teacher and student. It can alleviate the anxiety of a child whose faith is in the minority.

It is a refresher, a pause to prepare mentally or spiritually for the day. It reinforces self-discipline and provides a needed interlude between begin-the-day activities and the anticipatory set of the first lesson. A moment of silence provides grounding.

"Jimmy, you did very well leading the pledge this morning. Now, class, let's have our moment of silence before we begin our lesson on fractions."

Jimmy—and Susie and Bobby and Jane—know that the business of the day has begun.

Of course we should allow students in public schools a "moment of silence" in the classroom. In fact, it would be difficult to prevent any student from momentarily withdrawing from the classroom activity for the purpose of silent prayer, meditation, or just a quick Walter Mitty fantasy.

But should we encourage either a federal or state mandate for such activity? I think not.

The First Amendment to the Constitution of the United States is very clear on this matter: "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof."

And who's fooling whom? The moment of silence proposals are an obvious attempt to do an end run around the Supreme Court's decisions on the establishment of religion.

Moment of silence proposals are made by people who do not understand the history of this issue.

The protection guaranteed by the First Amendment is not for the state or for the unreligious, but for religion itself. The framers of the Constitution knew well what terrible danger lay in the establishment by law of any religious practice.

If we give the agents of government the right to require any religious practice of the citizenry—no matter how small—then we are well on the way to eliminating religious freedom.

Of course, if all people agreed on religious matters, then there would be no controversy. Perhaps in some small homogeneous communities in the rural South it would be possible to establish a religious practice in the local school without offending anyone and without prompting a lawsuit.

But that, of course, is just the point. All people do not agree on religious matters. And if even the smallest, most isolated community attempts to establish a religious practice in its school, then the members of that community are violating every citizen's civil rights.

The NEA's position statement claims that it is "not categorically opposed to all proposals for a moment of silence in the public schools. . . ." Even President

Clinton has suggested that he might support a properly crafted measure.

I believe that these opinions represent an unfortunate retreat from what is right. Our elected officials and our Association leaders should demonstrate a clearer understanding of this issue and permit no softening of the distinction of the separation of church and state in our public institutions.

Attempts to initiate moments of silence in the public schools are attempts to fix something that isn't broken—that's what bothers me the most. There is simply no need to bring the power of the state or federal government to bear upon this issue.

As it stands now, anyone who wishes to do so may observe any number of moments of silence during the school day. Meditation, prayer, and simple reflection are all possible within the normal classroom schedule.

There is no need to make an issue of it—unless the real reason for all the fuss is to drive the first tiny crack into the Constitution's protection for religious freedom.

To paraphrase an old saying, I think that your right to your religious freedom ends at my child.

I take my responsibilities as a teacher very seriously. One of those responsibilities is to educate my students. Another is to protect their rights as individuals.

I could not in good conscience participate in a state-mandated practice of this nature. I would thus be squeezed between the law and my conscience. I'm sure that many others would be placed in the same untenable position.

The government has no business in the affairs of religion. The citizens of a country should not attempt to coerce the agents of government to infringe upon the religious rights of even a minority of one person.

The issue is clear: If you wish your children to have a moment of silence in the classroom, then instruct them to do so. Inform their teacher that you wish your children to be allowed to do this. You have that right. No enlightened teacher will refuse.

There is no problem. Nothing is broken. Stop trying to fix it.

Letters



LUNCH BUNCH

I agree that there are hungry children all over this country. But we currently have a budget that supports free lunch—and we still have hungry children. Why defend a system that isn't working? House Speaker Newt Gingrich is echoing a nation that is tired of big spending and top-heavy bureaucracy.

The elementary school where I teach has no lunch program. When a lunch is forgotten, the child is first held responsible, not the public school system. Parents are notified. If the supply of food at home is low, the food bank is notified.

We put the responsibility where it should be—with the family and close community, not the federal government. No child has ever gone hungry at Athold Elementary. We have plenty to share.

*Diane Riley
Hayden, Idaho*

Those who want business as usual would have us believe that only the federal government is capable of understanding and fulfilling the needs of children. This simply is not true. There was life before Big Brother federal government and life will continue if we can get the feds out of our face.

It wouldn't break my heart if they did away with the Department of Education either—it hasn't improved education. Children get cheated when classroom teachers and principals must spend as much time complying with federal laws as they do on planning and preparation for their students.

*Earlene Meyer
Billings, Montana*

Where does parental responsibility end in caring for children? Shouldn't it be parents' responsibility to feed their own kids?

There are parents out there who are in a state of poverty and genuinely cannot feed their children. I say help these kids if at all possible. But that doesn't mean give these kids a free meal while mother and father spend all their time in some bar guzzling beer or puffing away on a pack of cigarettes a day.

If my cafeteria sells cookies or other treats, who always has money for two or three packages of these?

The free lunch kids, of course. If there is a field trip scheduled, guess where the free lunch kids head at their first opportunity? The gift shop, of course, where they spend a fortune.

It's strange how these very economically deprived children find money for all the extras but can't afford \$1.25 for lunch.

Here's an idea to make the bleeding hearts holler. Give these "deprived" children their free lunch but put a condition on it. All free lunch students must maintain a C average and must have satisfactory citizenship grades to maintain their free lunch. I know this will never happen because this would violate these kid's rights to be behavior problems and grow up stupid.

*Dennis W. Hurst
Boynton Beach, Florida*

JUSTICE FOR ALL

It's time that the people who attacked both the Fairfax County, Virginia school district's sex education program and its coordinator, Jerald Newberry, learn that such a curriculum must address all students, regardless of sexual orientation (Human Rights, May).

Our nation is losing too many of its gay and lesbian youth because of people's closed minds and bigotry. Statistics clearly show that suicide is the leading cause of death among gay adolescents.

Let's remember: Sexual orientation is not a choice, but the very essence of one's being. And hatred is not a family value.

*Robert H. Chappel
Reading, Pennsylvania*

THE LAST WORD

It's a shame that some zealots can condone the use of students as peer mediators (Letters, May). As both a parent and a teacher, I send

my child to school to learn—not to use precious instructional time to counsel other students.

Two years ago, our district considered a peer-mediation conflict resolution program and implemented it last year in my building.

It's my experience that some students lack the maturity and responsibility to counsel others in a responsible manner. Who is liable if something goes wrong? If we're concerned about what kids are learning and higher standards, why are we asking them to take this responsibility? We have no right to exploit children for anyone's benefit.

In our building, we found the time spent on peer mediation not worth the effort. Peer mediation demands much more than it returns, seems to benefit administration cost-cutters looking to reduce staff, and will, like other education fads, soon be passé.

*Steve Hindman
Philipsburg, Pennsylvania*

CREDIT DUE

I enjoyed reading about the school in Griswold, Connecticut that was recently named an NEA Learning Laboratory (Innovation, May). But the article didn't give proper credit to the technology education teachers who are at the forefront of this wonderfully massive upgrade in both facilities and curriculum.

Please do not be offended when I say that simply adding computers to a curriculum doesn't mean it has been upgraded. The computer is simply a tool in a classroom—it is not the be all and end all of what learning and teaching should be.

I say give credit where credit is due. Congratulations to technology education teachers Russ Palumbo and Ron Boling. Because of your efforts, our students will be "Poised for the Future."

*Mary Lorenz
Kingwood, Texas*

REAL ZEAL

When asked "Do Magnet Schools Exacerbate Tracking?" (Debate, May), the teacher answering yes misses the key issue.

I teach my average and one-step-from-dropping out seniors and juniors with exactly the same methods I use for high achieving, high ability students. I don't get back quality work and I see lots of discomfort, but I do it anyway.

They deserve it—but they don't like it. Independent study or multiple intelligence projects are invitations to slack off. They prefer lock-step, exercise-on-page-x instruction because it's easier.

Am I stereotyping? I'm being honest. By high school, the only nurturing my students want is to be treated respectfully, which I do.

Unfortunately, when 80 percent of the class won't do the necessary research and won't finish (if they even start) their projects, the resulting classroom atmosphere is not one that supports high intellectual zeal. My few achievers feel isolated and rejected.

They deserve an atmosphere that cherishes learning. They deserve a chance to get away from the "wastoids" for academic subjects.

*Marcia J. Woods
Grand Rapids, Michigan*

The debate on tracking was timely. My school district of approximately 1,800 students in Bergen County pilots and supports many programs based on the tracking of students by ability and, soon, by behavior. Statistics can prove the success of tracking—but they also neglect its failures.

Students here have debated the issue in their school newspaper, and their debate has generated much discussion among faculty about the average student or "the lost student," as my colleagues say. Yet, in all of these conversations on the

students and tracking, we neglect to ask some key questions.

Shouldn't we consider what an egalitarian education really means? Shouldn't we consider the ramifications of elitism in the public schools? And, lastly, shouldn't we wake up to the needs of the average students before they become our "sacrificial lambs"?

*Maryann Siebert
West Orange, New Jersey*

INVESTMENTS

The article on social investing (For Your Benefit, May) omits the most popular investment vehicle—mutual funds. There are a number of excellent funds that screen their purchases of stocks and bonds according to various social and political criteria. The ones with which I am most familiar are Calvert, Pax, and Ariel.

I, too, was leery about investing until I discovered social investing. Now, a large percentage of my retirement savings is in mutual funds.

*Joe Light
South Kingstown, Rhode Island*

Your article on social investing reflects your publication's left-of-center point of view.

The article suggests that social investors should avoid investing in companies that don't meet their criteria, including defense contractors, environmental polluters, etc. As an alternative, author Mary Rowland reports on the benefits of investing in a granola company.

Hello!

If you want to make meaningful social investments, try investing in one of the Fortune 500 companies or several thousand other worthwhile firms, even (oh no!) defense contractors. You might remember some of those defense contractors. I believe, for example, they had a small role to play in winning World War II.

If you really want to make meaningful social investments and promote job growth, consider General Motors not your local lava lamp cooperative.

*William Chemerka
Madison, New Jersey*

OVERTIME

I don't know where or what Robert Hilton teaches (Letters, May), but I certainly don't know any teacher who works just 180 days a year.

When I spend just 15 minutes per week per student correcting papers my 140 students have written, it adds 35 hours to my 40-hour week. That means I work 73 40-hour weeks a year, and some of my colleagues work more. And let's be realistic: I spend far more than 15 minutes extra per student.

All those nurses, accountants, and engineers might at times bring



Letter from Oklahoma City

At 9:02 a.m. on April 19, 1995, I was leaving our Association office when the bomb exploded. The explosion was deafening, but even more troubling was the eerie quiet that followed. I looked toward downtown, nearly 15 miles away, and I could see thick black smoke billowing toward the sky. I immediately thought that a major gas line had exploded.

When I got to my car, I turned on the radio and heard that a bomb had exploded downtown. I remember thinking, this is Oklahoma City. We don't have bombs explode here. There must be some mistake. And then the reporters started talking about the injured. They were describing the victims running from the building, and reporting speculation that a day care center had been housed there. I prayed that wouldn't be true.

As the day slowly went on, the live pictures on television portrayed the horror that had fallen on this city in the heartland. The pictures of the innocent children and adults whose lives were so unfairly taken, and then the pictures of parents in such despair, made my heart ache. The sadness was overwhelming. It is still so unbelievable.

The next few days were some of the most difficult I have ever experienced. I began getting calls about former students whose parents had not been found or had been confirmed dead. Melody and Melissa's mom was a delightful mother. She was the kind of parent every teacher wanted for her students. And now she's gone. Alice's dad didn't make it either. I remember when he came into my class to talk to the students about life as a Secret Service agent. The kids were mesmerized. He was warm, funny, and full of life.

As the rescue effort continued day after day, everywhere I looked were memories of the

tragedy. I remember driving to school the day everyone had their car lights on in memory of the victims. I cried nearly every time I drove my car or saw a flag at half mast.

I got calls from teachers wanting to know how they should handle this in their classrooms, particularly in rooms where students' parents were missing. I felt helpless. How in the world do you explain to a child that our world and the people in it are kind, compassionate, and caring after a fellow human being causes such a disaster? How would we make our students feel safe and secure again? No one knew the answer for sure, but we knew we had to try. So we started talking with them. We talked and we talked, and then some of the goodness started to emerge again.

Never in my life have I been as proud to be an Oklahoman as I am now. There were so many volunteers to help that many had to be turned away. With the help of NEA, we were able to secure a shovel from the White House for planting trees at schools in memory of the victims. More than 80 trees were planted at schools in the area.

Countless numbers of OEA members helped serve food and assisted in whatever manner they could. Support from around the NEA family continued to pour in. In Illinois, junior high school teacher Phil Cappelleri and his students sold pizzas and raised more than \$10,000 in just four days for the Heartland Scholarship Fund.

There isn't enough space for me to list all the compassionate stories that followed this horrendous tragedy. I wish there were. Because, somehow, the words "thank you" just aren't enough.

—Kathy Parr

Parr is a fourth grade teacher and president of the Putnam City Association of Classroom Teachers.

sial content areas. Had OBE been presented as merely a neutral methodology by which one can teach whatever one chooses, it would never have aroused such opposition.

A classic case of confusing form and content.

Andrew Smith
Ann Arbor, Michigan

In the article on outcome-based education you printed a sidebar containing quotes from the Pennsylvania state legislature defining "citizenship."

I was appalled and outraged to see that elected representatives, many of them lawyers, say that knowledge of economics and in particular, support of American-style capitalism, is "citizenship."

Teaching about opportunity costs or supply and demand will do nothing to inculcate patterns of responsible citizenship in our young people. Nor will being "able to make informed decisions about economic issues" help to ameliorate the present aggression-filled conditions of our schools. The practice of civility and tolerance will. I'm appalled that Pennsylvania legislators do not know these things.

But I'm dumbfounded that the Pennsylvania teachers and the NEA apparently do not take issue with this intellectual dishonesty. We must not only teach and practice the academic subjects we love as best we can, we must also defend them from those who, even unwittingly, subvert or tear them apart.

Bonnie Fisher
Bloomington, Indiana

WHICH IS IT?

Do my eyes deceive me? Reading the story about Seattle's efforts to boost student achievement by directing more resources to schools and decentralizing decision making in *NEA Today* (Innovation, April) was like finding socialized health care in the Contract With America.

My biggest concerns and complaints about the education system, the NEA, and Washington are the persistent attempts to centralize and give the federal government more power over our children's educations. Goals 2000 is a good example.

The actions documented in the your article could not have better expressed my thoughts on ways to improve public schools. So what is it that NEA stands for—a Goals 2000 approach or Seattle's approach?

If you really want to find less support for the NEA, encourage more schools to follow Seattle's lead.

Craig Watson
San Diego, California

REALITY?

In response to your coverage of beginning teachers' salaries ("Reality Sets In," March), I'm compelled to share my reality with you. After eight years of teaching English in the western mountains of Maine, my adjusted gross income for 1994 was \$21,702.

When I was a first-year English teacher, I was filled with the same type of misguided idealism and naive enthusiasm as the first-year teacher you follow, Leza Francis. Like Leza, I was willing to spend my own time and money on items to supplement the inadequate materials with which I was supplied.

Since that first year, though, "reality has set in." I have learned that making such personal sacrifices is a practice that actually hurts the teaching profession.

For years, our "tradition" of giving our own personal time and money back to the schools employing us has been seen by administrators, school boards, and the general public as part of the normal process of school operations. For our part in perpetuating this, we should receive failing marks in business ed—and common sense.

The mechanic who tunes our cars does not give us the replacement spark plugs. The plumber who fixes our toilets presents us with a bill for the time and materials the job required, as does the accountant who does our taxes, the dentist who fills our teeth, and the lawyer who takes our case.

If we suggested to these professionals that perhaps they should pay us a little something for the privilege of doing the work we hired them to do, what would their response be?

Wess Connally
Rangeley, Maine

Let's Talk!

Letters are edited for length and clarity. Share your ideas, comments, and opinions with *NEA Today* in one of five ways:

- ✓ By mail: Write to Letters, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.
- ✓ By FAX: 202/822-72061.
- ✓ By phone: 202/822-7201.
- ✓ By NEA Online: Keyword NEA Today. To subscribe to NEA Online, call 800/827-6364. Note preferred customer number 16889.
- ✓ By e-mail. Write to NEA Today@aol.com.

work home, but not on the scale or with the consistency that teachers do.

Let's be honest about all the work that goes on outside the school building. Teachers in this country have a larger teaching load and have more hours of contact time with students than teachers in any other industrialized country—and, yes, that's even allowing for our shorter school year.

Karen McCandless-Buck
Beaverton, Oregon

EDUCATION ONLY

You recently printed a list of boycotts—past and present—that the NEA Board of Directors has authorized (Your NEA, April). As a 20-year NEA member, I believe we have no business taking public stands on these issues.

I realize that education can be indirectly connected to everything from the national debt to the plight of the snail darter. But we are wasting our political clout when we delve into issues that don't directly relate to education.

While these causes may indeed have merit, the NEA should not purport to speak for its members when so many of us disagree with the posture or conclusion of the Board of Directors.

If you advise me to vote them out, I will. But unless new candidates for the board campaign on an "education only" platform, I can't be sure another group of left-wing, liberal thinkers who want to stick their noses into everyone else's business will not get elected.

Russ Neal
Paradise, California

BUNGLING 101

Pennsylvania's OBE fiasco has been a catalogue of how to bungled education reform (In the Classroom, April).

The attacks on outcomes-based education were not "the public response to educational innovation" nor were they "attacks on education." They were attacks on a vague and ill-defined set of politically based education fiddling sent down from on high with no regard for the public that must fund it or the teachers who must implement it.

The fuzziness was used by a host of college profs and consultants to slip through their favorite old educational tricks, and teachers have come to view the whole business as just one more Great New Idea that will come, generate a raft of paperwork, and then yield before the next big wind. Even as I write, Governor Tom Ridge sits with ax

poised in Harrisburg.

There is no new lesson here in Pennsylvania, just the same old one: When the educational establishment begins to arrogantly throw jargon around, the public gets grumpy. Your list of suggestions misses the most important one—shut up, open your ears, and listen to the public that you're supposed to serve.

Peter Greene
Cochran, Pennsylvania

As your article indicates, OBE has become a hotly debated issue in the politics of education. I would submit that those who presented OBE to the public and to various legislative groups created their own opposition by the manner in which they presented it.

As a pedagogical methodology, OBE is "content-neutral," which means that you can teach anything with it. For example, AIDS education using OBE could be either "abstinence-oriented" or "safe sex-oriented."

How then, could such a neutral methodology arouse such opposition? Because those who presented it consistently linked it to a political agenda—and no matter which agenda one links it to, there will always be an opposing one.

OBE was opposed not as a teaching methodology, but rather as a vehicle that was used for controver-

NO ANNUAL FEE



Now you can save even more with the NEA's credit cards.



6.9%

introductory Annual Percentage Rate on cash advances and balance transfers[†] ♦ No annual fee ♦ A competitive 16.6% variable Annual Percentage Rate (APR) on purchases ♦ Big travel savings on fares and accommodations available exclusively through GoldPassage® Travel Services ♦ No liability for lost or stolen cards.*

Call **1-800-468-7632** today or send in the completed form below.

nea Member Benefits



☐ **YES!** I wish to apply for the NEA Premier Gold MasterCard card today! I understand that if my application for the Premier Gold MasterCard is not approved, this request constitutes an application for the NEA School Days MasterCard card, and I accept that on a periodic basis I will be considered for an automatic upgrade to the Premier Gold MasterCard at MBNA America's discretion. All applications will be subject to a confidential standard review by MBNA America®. The NEA is not involved in the credit application process; standard credit procedure is followed. This is not an application for a corporate account. To apply, please complete the information below.

Please Print

30-900-954
16-900-954 V
NZGJ

ABOUT YOU

Name		
Address		
City	State	Zip
Home Phone ()	Work Phone ()	
Social Security Number	Date of Birth	
State Association		
Mother's Maiden Name or Code Word (For identification purposes when you request special action taken on your account.)		

ABOUT YOUR FINANCES

Employer	Position
Years There	Annual Salary* \$
Other Income* \$	Source

*Alimony, child support, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.

Previous Employer or School Attended (if less than 3 years with current employer)

Do you: ☐ Own home? ☐ Rent?

Monthly Payment \$

Current Credit Card Accounts (if applicable):

☐ MasterCard® ☐ Visa® ☐ American Express® ☐ MBNA®

Previous Address (Must be completed if at present address less than 3 years.)

I have read this application, and everything I have stated in it is true. MBNA America Bank, N.A., is authorized to check my credit, employment history or any other pertinent information and to report to others such information and credit experience with me. I understand that the acceptance or use of any card issued will be subject to the terms of this application and the Credit Card Agreement that will be sent with the card, and agree to be responsible for all charges incurred according to such terms.

By signing this application, I certify that I am a member in good standing of the National Education Association.

X

Applicant Signature

Date

All applications will be subject to a confidential standard review by MBNA America. The NEA is not involved in the credit application process; standard credit procedure is followed.

The program is issued and administered by MBNA America Bank, N.A. The program is currently not available in Massachusetts, California, the District of Columbia, Michigan or Pennsylvania.

Any account opened in response to this offer will be governed by the laws of Delaware.

Mail your signed application to:

NEA Credit Card Program
c/o MBNA America Bank, N.A.
P.O. Box 15464
Wilmington, DE 19850-5464

†Annual Percentage Rate (APR)	16.6% for purchases, which may vary.
Variable Rate	Your rate is determined by adding one margin to the U.S. Prime Rate as published in the <i>Wall Street Journal</i> on the 15th of March, June, September, and December. The margin is 7.6% percentage points. On June 15, 1995 the U.S. Prime Rate was 9.0%.
Annual Fee	None.
Grace Period for Repayment of Balances for Purchases	At least 25 days from statement closing date.
Method of Computing the Balance for Purchases	Average daily balance (including new purchases).
Transaction Fee for Purchases	Transaction fee for the purchase of wire transfers, money orders, bets, lottery tickets, and casino gaming chips: 2% of each such purchase; \$2 minimum, \$10 maximum.
Transaction Fee for Cash Advances and Fees for Paying Late or Exceeding the Credit Limit	Transaction fee for bank and ATM cash advances: 2% of each cash advance; \$2 minimum, \$10 maximum. Transaction fee for Premium Access Check® or Preferred Access Check® cash advances: 1% of each cash advance; \$2 minimum, \$10 maximum. Late Payment Fee: \$10. Over-the-Credit-Limit Fee: \$10.

The current APR for cash advances is 6.9% through your first six statement closing dates commencing the month after your account is opened. Thereafter, the APR will vary and will apply to both new and outstanding cash advance balances. The current indexed APR for cash advances is 16.6% which may vary. The transaction fee for two specially designated Premium Access Checks® or Preferred Access Checks® will be waived. Cash advances cannot be used to pay off or pay down another MBNA® account.

*Certain restrictions apply to these and other benefits described in the benefits brochures sent soon after your account is opened.

GoldPassage Travel Services are the responsibility of, and are provided to MBNA customers by an independently owned and operated travel agency.

MBNA, MBNA America®, GoldPassage, Premium Access Checks and Preferred Access Checks are federally registered service marks of MBNA America Bank, N.A. MasterCard® is a federally registered service mark of MasterCard International, Inc., used pursuant to license. Visa® is a federally registered service mark of Visa U.S.A., Inc., used pursuant to license.

The NEA Credit Card program is issued and administered by MBNA America Bank, N.A.

The NEA Credit Card program has been developed for NEA members only. If a member decides not to renew his/her membership, that person will no longer be eligible to receive the preferred rates and fees offered through the NEA Credit Card program. If eligible, a replacement card will be offered.

The information about the costs of the card described in this application is accurate as of 7/95. The information may have changed after that date. To find out what may have changed, call us at 1-800-468-7632.

©1995 MBNA America Bank, N.A.